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COMPARISON OF CAREER PERCEPTIONS OF FEMALE AND MALE SURFACE WARFARE OFFICERS

A Report
Presented to
the Faculty of the School of Education
San Diego State University

In Partial Fulfillment
of the Requirements for the Course
Education 795 A & B Seminar
Dr. A. Merino

by
Roberta Spillane
August, 1987

T233678

DEDICATION

In memory of

Edward F. Spillane, Sr.-

my father, my hero

my mentor, my friend.

ACKNOWLEDGEMENTS

Many thanks to Dr. John Bruni, Navy Personnel Research and Development Center, for his research wizardry and enduring patience. My deepest appreciation and love to the most wonderful woman I have ever had the honor of knowing - my mother, Dorothy Spillane. Her unfaltering faith in my ability, her encouragement through every challenge, and her wisdom gave me the strength to pursue my dreams. And to Jack, for more than he knows.

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CHAPTER I

INTRODUCTION

Throughout the ages, humankind has marveled at the differences between men and women. From the days of Adam and Eve through the sexual revolution of the 1970's, researchers have examined the biological, sociological, and psychological differences between the genders with a variety of often debatable conclusions. It is not surprising, therefore, that this endeavor will focus on the possibility of yet another difference between the genders; that which may exist within the Navy's Surface Warfare Officer community.

Statement of the Problem

The professional career patterns for male and female Surface Warfare Officers were designed to be different yet equal in terms of career opportunities, promotion opportunities and opportunity for achievement of career goals within their respective career paths. This philosophy of "separate but parallel (Sadler, 1983)" career paths has been generally accepted as true by the Surface Warfare community, without much debate. Yet, are there differences between how male and female Surface Warfare Officers perceive their respective careers in the Surface Warfare community and in how they perceive the Navy in general? Is the "separate but parallel" philosophy of the career paths accurate, or are the differences that exist more significant than the Navy realizes. What impact do these differences have on the future of female Surface Warfare Officers in terms of their careers in

the surface warfare community and in the Navy?

The primary purpose of this investigation is to examine the career perceptions of female Surface Warfare Officers by comparing their perceptions with those of their male counterparts. In doing so, the investigation examines the careers of male and female Surface Warfare Officers in terms of:

1. the present affective response to their careers in the Navy and in the surface warfare community (e.g. satisfaction with the organization, satisfaction with esprit de corps, etc);
2. their career intentions in terms of expected outcome behaviors; and
3. the overall perception of their careers including career path and career opportunities.

Scope and Focus

This paper is not intended to be a discussion of the biological, sociological or psychological differences between male and female Surface Warfare Officers, although these factors may impact on attitudes and values of both genders. Neither is this an attempt to enlighten the reader regarding sexual prejudice or discrimination which may or may not exist in the Navy or on board naval vessels. It is merely an attempt to examine the career perceptions of female Surface Warfare Officers in comparison to those of male Surface Warfare Officers and to identify the differences, if any, that do exist.

Significance of the Study

The importance of identifying the differences which may exist

between the career perceptions and aspirations of the two genders of Surface Warfare Officers can be described in several contexts:

1. First, the findings could help predict the future composition of the Surface Warfare community and any changes that those predictions might require (i.e. design changes for ships to support berthing of more women officers; the need to assign women to combatants to support manning deficits; increased or decreased educational and training requirements; broadening of command opportunities for women such as increasing the available command billets at the commander level and above).

2. The information obtained could be helpful to the detailing system in selecting assignments that would be most beneficial to the professional careers of surface line officers and most challenging personally for officers of both genders. Additionally, the results may serve to dispel myths about the detailing process.

3. The findings may be used to help determine factors contributing to the retention or attrition of naval officers and those factors which contribute to a change in occupations within the Navy (i.e. a change in designator). This may further result in possible savings to the government in terms of training costs.

4. The results may support or refute the belief that the career paths for male and female Surface Warfare Officers are parallel and are, therefore, equally attainable for both men and women. This may, in turn, prompt a reexamination of the career paths as they exist and a subsequent revision to the currently existing career planning guidelines.

5. Finally, the findings of the study could be helpful to male and female Surface Warfare Officers as they relate professionally to one another in the surface warfare community, dispelling or strengthening prejudices regarding the sincerity, commitment and dedication of women toward their careers on ships.

Limitations

The research conducted and reported herein is by no means all-inclusive. Follow-on studies may be required to further investigate specific aspects of this study. It does, however, provide an important first look at the differences in career perceptions of male and female Surface Warfare Officers.

A limitation of this study resulted from the deployment and underway schedules of the ships to which many of the female officers in the sample for this research were attached. Delays in return of or nonreceipt of the surveys may have been caused by ship scheduling which, although understandable, reduced the size of the sample.

Another limitation of this investigative endeavor may have been that it did not attempt to define "female". To present a dissertation comparing the female Surface Warfare Officer to what is stereotypically considered to be the "traditional" female would exhaust volumes. Let it suffice to say that there is evidence (Lipinski, 1965; Greebler, 1978; McBroom, 1986) that differences exist between the nontraditional, professional female and the traditional, stereotypical female. Because of this difference, one might expect the attitudes and values of the nontraditional woman, specifically the

female Surface Warfare Officer, to be more similar to those of men than those of traditional women. Perhaps this might be a topic worthy of further research.

Assumptions

For the purposes of this investigation, officers included in the Surface Warfare community include those officers who have completed qualification in Surface Warfare and have been designated as 1110 or 1115 and Surface Warfare Officer trainees holding designators 1160 or 1165 but not yet fully qualified in Surface Warfare.

This research paper assumes that the training of male and female Surface Warfare Officers is equivalent. All division officers regardless of gender receive basic Surface Warfare Officer training prior to their first sea tour. Both male and female Surface Warfare Officers attend department head school, although there have been cases of women who were assigned as department heads prior to attending department head school. These officers must still fulfill the requirements of two department head tours following completion of department head school. Specialty training may vary according to billet assignment. However, with the exception of Tactical Action Officer (TAO) training and other combat oriented training courses, Surface Warfare Officer training is not regulated according to gender.

In order to limit the extent of this study to a manageable size, one which can be reported at least in the lifetime of the author, the career patterns of male and female Surface Warfare Officers were initially assumed to be "equal but different". That is, it is assumed

that the characterization of the career paths as described in the Unrestricted Line Officer Career Planning Guidebook is an accurate description of current career paths, with notable exceptions described in Chapter II. It is not the intention of this paper to investigate the reasons for the obvious and subtle inequities which exist in the design of the career paths. This endeavor will, however, attempt to identify the differences in how these two career paths are perceived by respective members of the surface warfare community and perhaps to present some insight regarding the impact that these differences may have on the futures of female Surface Warfare Officers.

Finally, it is assumed that all officers responded candidly and truthfully to the survey questions.

Definitions of Terms

Because of the unique terminology often associated with the Navy, Appendix A provides definitions of terms most frequently used in this research paper.

CHAPTER II

LITERATURE REVIEW

Before pursuing the question of comparability of career perceptions further, it is important to understand how women came to be assigned to ships in the Navy and to examine the issues which currently impact on their careers as Surface Warfare Officers.

Historical Background

If one were to give an historical account of women on ships beginning from the first time a woman ever served on board a United States naval vessel, one would need to start during the War of 1812 with Lucy Brewer who served on board the USS CONSTITUTION for three years, disguised as Mr. George Baker (Holme, 1982). However, it was not until the turn of the century that women's role in the military began to set the stage for their current role as Surface Warfare Officers.

In 1917, recognizing the potential for a severe manning shortage in the imminent Great War, then Navy Secretary Josephus Daniels authorized the enlistment of 13,000 women into the regular Navy as Yeomen (F) to serve in clerical positions thus relieving the men for combat duties (Godson, 1984). Navy nurses also served during World War I on hospital ships and transports, although they were not afforded full rights and privileges as Naval officers or equal pay to their male counterparts (Holme, 1982).

World War II again saw Navy nurses on board hospital ships and military transports as Women Accepted as Volunteers for Emergency

Service (WAVES), an organization established in 1942 as the Women's Reserve. Following World War II, the Woman's Armed Forces Integration Act was passed in 1948 abolishing the Women's Reserve as a separate organization and authorizing commissioning of women into both the regular and reserve Navy forces. Although this was a significant step toward equality for women in the Navy, this law was still restrictive:

> 1. "Women were precluded from serving in command positions other than those involving supervision of women.
> 2. Women officers could not hold permanent rank above [the rank of] commander.
> 3. Women had to be older than men when enlisting (18 as compared to 17 for men) and had to have written parental consent if under 21 (as compared to 18 for men).
> 4. Children of military women were not given dependency status unless their father was deceased or their mother was their only principle source of support (Perry, 1981)."

Also in 1948, Section 6015 of Title 10, United States Code was signed into effect which, among other restrictions, prohibited women from being assigned to duty in aircraft that were engaged in combat missions and from being assigned to Navy vessels other than hospital ships and transports. The law also placed a 2 percent ceiling on the number of women that could serve in the Navy (Holme, 1982) 1. Despite the new law, the first woman line officer, an assistant transportation officer, was not assigned to a Navy transport ship until 1961. The significance of this event was soon lost, however, when all transport ships were decommissioned. Additionally, the last hospital ship was

---

1 This ceiling was lifted in 1967 with P.L. 90-130 which was intended to remove restrictions on the careers of females in the military.

decommissioned in 1971, leaving no ships available for women for duty as specified by Section 6015.

In the early 1970's, Admiral Elmo Zumalt Jr. assumed the duties as Chief of Naval Operations and, with him, came rapid and dramatic changes in nearly every aspect of naval life, including career opportunities for women. In 1972 he issued a policy statement (Z-Gram 116) which:

1. Authorized limited entry of women into all Navy enlisted ratings.
2. Initiated, on the USS SANCTUARY, the Navy's pilot program for evaluating the use of women at sea and immediately assigned a limited number of female officers and enlisted personnel to the crew.
3. Suspended restrictions on women succeeding to command ashore.
4. Opened the Chaplain and Civil Engineering Corps to women officers.
5. Opened college NROTC programs to women and expanded the opportunities of women line officers.
6. Permitted women to achieve flag rank within the managerial and technical spectrum (Perry, 1981).

Additional advances were made regarding the integration of women in 1973 with the disestablishment of the office of Assistant Chief of Naval Personnel for Women (Pers-K), minimizing if not eliminating the separate management of women and integrating women into the Navy's unisex chain of command.

Many other opportunities for women became available during the 1970's (Table 1); some prompted by the Navy's recognition of the need for women to fill manning gaps created when the draft ended, others prompted by legal action. One such case, Owens vs Brown, challenged the constitutionality of Title 10, Section 6015, U. S. Code, claiming that the law discriminated against women. The case became a turning

Table 1

Historical Milestones for Navy Women

1948

Section 6015, Title 10, USC authorizes duty on board hospital ships and transports.

Women's Reserve disestablished with the passing of the Women's Armed Forces Integration Act.

1967

P.L. 90-130 amends Titles 10, 32, and 27, U.S.C. to remove restrictions on careers of females.

2% ceiling restriction on manning lifted.

1972

Entry into all Navy ratings authorized.

Women assigned to hospital ship, USS Sanctuary.

Restrictions on women succeeding to command ashore suspended.

Naval Reserve Officer Training Corps (NROTC) program opened.

Navy women eligible for selection to joint war colleges.

1973

Disestablishment of Pers-K.

Different dependency requirements for women abolished.

1975

Women allowed into service academies.

Pregnancy discharge policy changed from involuntary to voluntary separation.

1976

First woman line officer appointed to flag rank.

1978

Law amended to permit assignment to ships.

Navy Surface Warfare and Special Operations communities open.

1980

DOPMA established.

1981

First woman qualified as OOD.

1986

First woman qualified for Command at Sea.

First woman assigned as XO of a large at-sea command.

point for women on ships. In July 1978, Judge John Sirica ruled that Section 6Q15 was, indeed, unconstitutional (Hixson,1985). By the end of 1978, Congress had approved modifications to Section 6015 authorizing permanent assignment of Navy women to specified noncombatant ships and permitting temporary additional duty (TAD) assignment to any seagoing ship for up to 180 days provided a combat mission is not anticipated. The new Women in Ships program was underway.

Today, 177 women Surface Warfare Officers (1110/1115 and 1160/1165) serve on board 25 ships in a variety of capacities and, with the passing of the Defense Officer Personnel Management Act (DOPMA) in 1982, compete against male Surface Warfare Officers for promotion and share the same career goals (OPNAVINST 5354.1B; Coye, 1979).

Goal of Surface Warfare Officers

Regardless of gender, the measure of success in the surface warfare community and the goal of all Surface Warfare Officers is the same -- command at sea (Siverling, 1983; *Unrestricted Line Officer Career Planning Guidebook*; Holzbach, 1979).

> "Command at sea is the one unambiguous indicator of success for the surface line officer... A person's definition of what constitutes success may vary over time. For the surface line officer, however, career success has only one dimension -- command at sea (Siverling, 1983)".

No two officers will follow identical career paths. However, the ultimate measure of achievement for each is to command a surface ship.

It was with this goal as the focal point that the professional development paths for Surface Warfare Officers (Figures 2-1, 2-2 and 2-3)[2] were developed.

Male Surface Warfare Officer Career Path[3]

Officers of the surface warfare community begin their careers at Surface Warfare Officers School (SWOS) in Newport, Rhode Island or Coronado, California (refer to Figure 2-1). This sixteen week course is designed to provide the prospective Surface Warfare Officer with the fundamentals of naval engineering, seamanship, navigation, surface ship administration, and naval warfare and to prepare the officer for his initial sea tour as a division officer.

Following SWOS, the Surface Warfare Officer trainee (designated 1165 or 1160) commences a thirty month initial sea tour as a division officer. During the first 24 months on board, the officer is required to complete Surface Warfare Officer qualification. This qualification includes demonstrating a knowledge of engineering, damage control, shipboard navigation, seamanship, Combat Information Center (CIC) operations, communications, supply procedures, warfare fundamentals, division officer responsibilities, and final qualification as Officer of the Deck (underway). Completion of this first major milestone in

---

[2] The Unrestricted Line Officer Career Planning Guidebook, OPNAV 13-P-1, lists two male Surface Warfare Officer professional development paths and one female path. The male Nuclear Surface Warfare Officer career path will not be used for comparison in the study since there are no female Nuclear Surface Warfare Officers. Figure 2-3 is provided for information purposes only.

[3] Information consolidated from the Unrestricted Line Officer Career Planning Guidebook, OPNAV 13-P-1.

SURFACE WARFARE OFFICER PROFESSIONAL DEVELOPMENT PATH

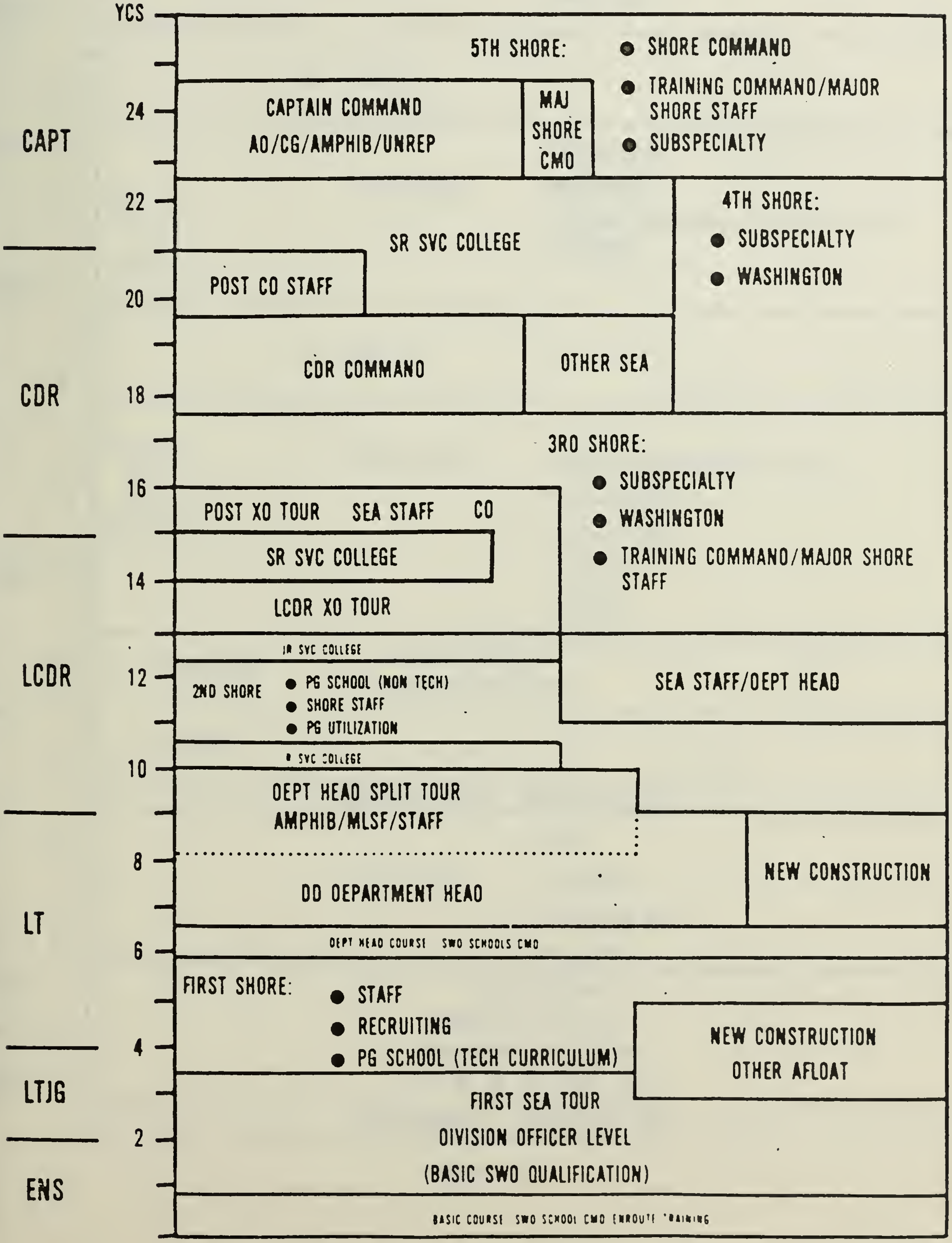

Figure 2-1

WOMEN SURFACE WARFARE OFFICERS PROFESSIONAL DEVELOPMENT PATH

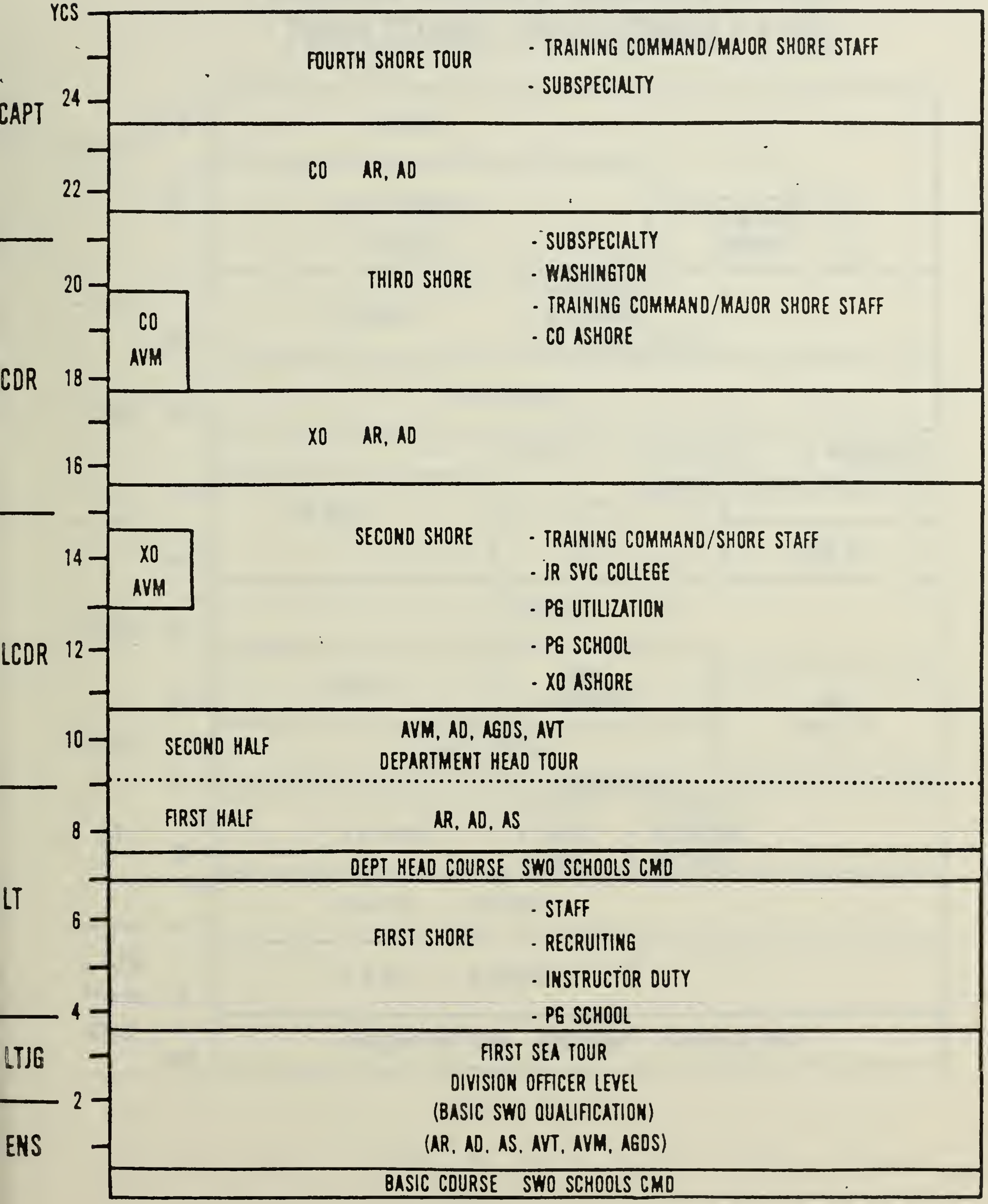

Figure 2-2

NUCLEAR SURFACE WARFARE OFFICER PROFESSIONAL DEVELOPMENT PATH

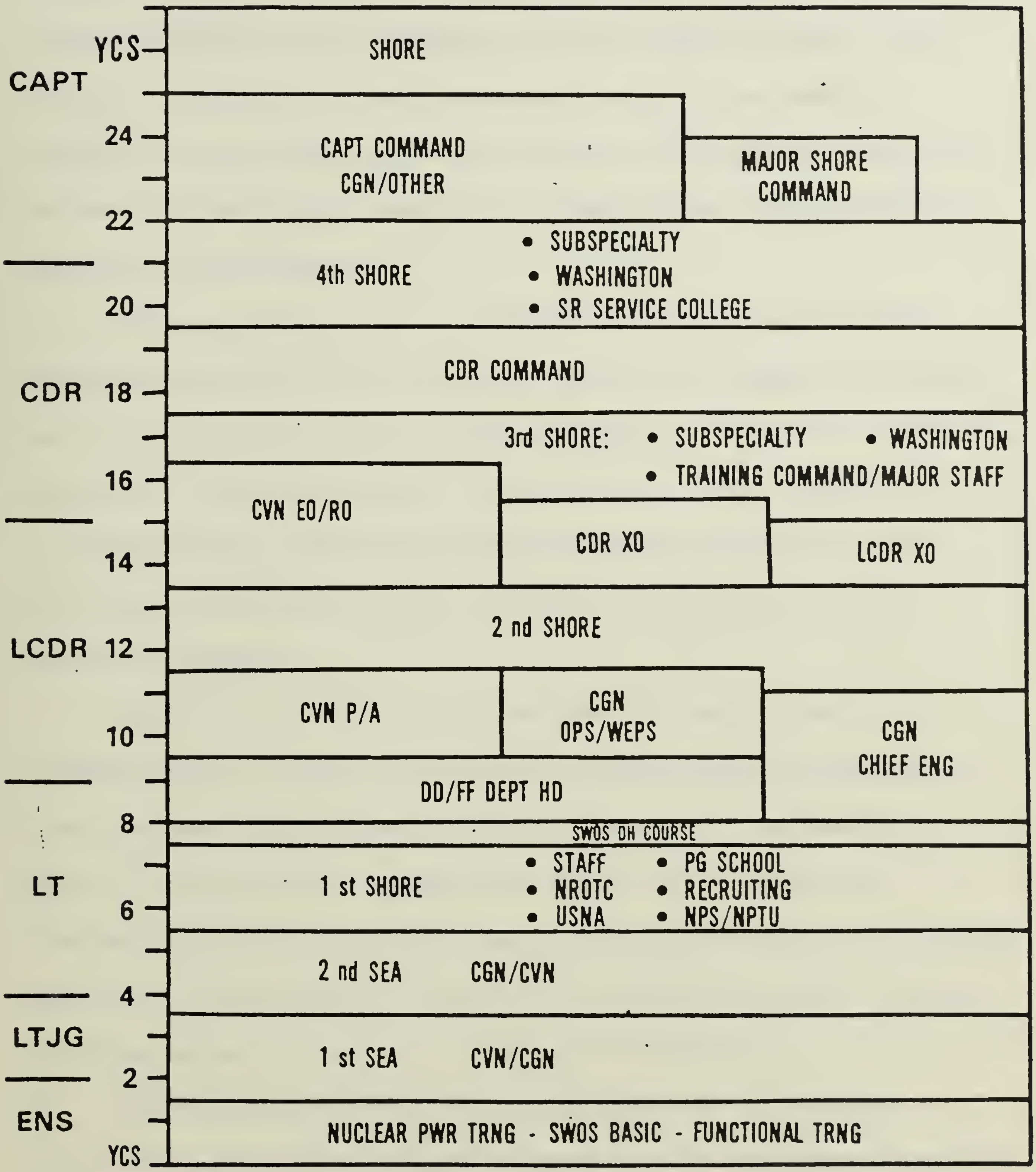

Figure 2-3

the career of a surface line officer authorizes the Surface Warfare Officer trainee to be fully designated a Surface Warfare Officer (1110/1115) and to wear the surface warfare breast insignia. Also, during this initial sea tour, the ensign should be promoted to lieutenant (junior grade) after two years of commissioned service and he should request and be selected to attend Surface Warfare Officer Department Head School.

Following designation as a Surface Warfare Officer and after eighteen months of duty on board the initial sea command, the officer may request a "split-tour" to another division officer tour on board a different type of surface ship. This provides surface warfare qualified junior officers the opportunity for a variety of naval experiences and permits them to broaden their knowledge base for future assignments.

Approximately three to three and one half years after commissioning, and upon completion of surface warfare qualification, the lieutenant (junior grade) normally commences a two year shore tour. This may include postgraduate school, recruiting duty, instructor duty or any number of available shore billets. During this shore tour, the officer will typically be promoted to full lieutenant upon completion of four years of commissioned service.

This initial shore tour is then followed by a six month department head course, designed to prepare the prospective department head for a tour as Operations Officer, Weapons Officer or Engineering Officer on board a combatant ship. Under the current department head rotation system, following department head school, the officer will be

assigned to an initial department head billet for eighteen months then "split tour" to a second eighteen month department head tour in the same department on board a different ship. This system of "tracking" department heads into one department is intended to build on the knowledge and experience gained from previous tours and to develop a more specialized and more efficient department head by reducing the training time required in the second department head assignment. It is during this second department head tour, at approximately the nine year point of commissioned service, that the officer will be promoted to lieutenant commander. Promotion is not possible if the officer has not filled a department head billet at sea. Shortly after selection to lieutenant commander, and every year thereafter, officers' records are screened for selection for executive officer afloat.

The department head tour is the make-or-break tour in the career of a Surface Warfare Officer. It is this tour which determines whether the Surface Warfare Officer will become an executive officer and continue on to attain command (Siverling, 1983). If Engineering Officer of the Watch (EOOW) qualifications were not attained during the initial division officer sea tour, it is important for the Surface Warfare Officer to attain this qualification during his department head tour as part of the prerequisites for qualification for command. The Surface Warfare Officer has an excellent opportunity to complete qualification for command of surface ships during these department head assignments and should do so prior to rotating to his second shore tour.

The second shore tour usually commences at the nine to ten year

point of commissioned service. As a lieutenant commander, this two to three year tour could consist of application of previous postgraduate school education and development of a subspecialty, although development of a subspecialty should not generally be considered as an alternative to operational development.

Figure 2-1 seems to indicate that there is a path to promotion to the rank of captain without first having been an executive officer or commanding officer, however, this is not the case. The lieutenant commander executive officer billet is required for selection for and assignment to a commander commanding officer billet which, in turn, is a prerequisite for selection to the rank of captain. The third sea tour for Surface Warfare Officers usually occurs after 13 years of commissioned service and consists of two eighteen month tours as a department head, executive officer, lieutenant commander command, staff or other sea assignment. The lieutenant commander executive officer assignment may occur in either the first or the second half of this three year sea tour but must occur prior to selection for command. If selected, officers will be assigned to the lieutenant commander executive officer billet via Prospective Executive Officers School in Newport, Rhode Island. After approximately 15 years of commissioned service, the officer is eligible for advancement to the rank of commander.

The third shore tour normally falls into one of five categories: (1) operational assignment, (2) subspecialty assignment, (3) general unrestricted line billets appropriate to grade, (4) senior service college assignment, or (5) Washington duty. This shore tour is

intended to be a challenging opportunity of increased responsibility; one that is commensurate with the rank of commander and one which might benefit the officer in his command tour.

Command opportunity for commanders is approximately fifty percent. Command screening is conducted by a formal board beginning in the year in which the officer is selected for commander. Each officer is screened every year for four consecutive years. Screening for command is extremely competitive. Officers not selected for command may return to sea as executive officers of large ships or in other sea assignments commensurate with their rank. Those who are selected for commander command assignments will normally serve two years, after which they may be eligible for retirement or follow-on, post-command tours.

Although there is no one sure path to success for a Surface Warfare Officer, the general career pattern described above and the progression of assignments and promotions depicted in Figure 2-1 most typically represent the professional development path for the successful male Surface Warfare Officer and one which will result in successful achievement of command at sea.

Women Surface Warfare Officer Career Path

As long as the restrictions imposed by Section 6015, Title 10, U. S. Code continue to prohibit women from serving in combatant ships, female Surface Warfare Officers will be required to follow a somewhat modified professional development path toward their career goal of command at sea.

The career pattern for women is nearly identical to that of men throughout the initial division officer tour, first shore tour and department head tours (Figures 2-1 and 2-2). Promotion opportunities occur in the same sequence within the career flow and the same requirements for selection to department head school and for executive officer screening apply to both genders. Also, the department head tour carries the same significance toward future selection for executive officer and command for women as it does for their male counterpart. The differences in the career patterns lie in the types of ships and billets to which women may be assigned. By law, women may only serve in noncombatant ships. However, Surface Warfare Officer qualification may be facilitated through cross-decking for training to combatant ships for up to 180 days. This type of temporary assignment offers women the opportunity to participate in operations and evolutions not otherwise available to them on noncombatant ships while pursuing the qualification requirements for designation as Surface Warfare Officers. Additionally, the opportunity for deployment is extremely limited for women as compared to men because of the ship type restrictions. As indicated by Figures 2-1 and 2-2, the initial shore tour for women Surface Warfare Officers is also slightly longer than that of men but not significantly so. A final difference which occurs within the first ten years of commissioned service occurs during the department head assignment. Women may not be assigned as Weapons Department Heads but may be assigned as Deck Department Heads (First Lieutenants) of large auxiliaries. Normally, on combatants, the deck personnel are assigned

to the Weapons Department as a separate division. However, because of the size of the deck force on auxiliaries and the unique operations often associated with noncombatant ships, the deck force is a separate and often extremely large department.

The more obvious differences between the career patterns of male and female Surface Warfare Officers occur beyond the ten year mark and after the department head tours. Where the male Surface Warfare Officer rotates to a two year second shore tour and a follow-on, at-sea assignment as a lieutenant commander executive officer, a female Surface Warfare Officer's second shore tour is four to five years in duration. Figure 2-2 indicates that only one executive officer billet, USS NORTON SOUND (AVM-1), is available for females at the lieutenant commander level. Since the publication of OPNAV 13-P-1, The Unrestricted Line Officer Career Planning Guidebook, USS NORTON SOUND has been decommissioned and three other lieutenant commander executive officer billets have been authorized, two on destroyer tenders (AD's)[4] and one on a repair ship (AR). It is not until completion of nearly 16 years of commissioned service, and selection for commander, that most female Surface Warfare Officers are scheduled for assignment to executive officer tours, according to the professional development path of Figure 2-2. Additionally, although the same command qualification requirements apply to Surface Warfare Officers of both genders, the types of ships authorized for females are typically those which have more senior officers serving as

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[4] Interview with LCDR Jean M. Cackowski, Commander, U. S. Pacific Fleet, staff.

executive officers and commanding officers. In fact, the professional career path of women Surface Warfare Officers has only one ship, USS NORTON SOUND, designated as a female commander commanding officer position. Women are not actually slated for assignment to commanding officer billets until they have served in the Navy for over 21 years, have been selected for the rank of captain, and have completed a third shore tour of three and one half years duration.

Although the career pattern for women is expanded over a longer period of time from the men's pattern, the progression of experiences from division officer, through department head, to executive officer is identical. Likewise, the promotion milestones are the same and both career paths theoretically culminate in the ultimate goal of command of surface ships. To this end, the expected professional patterns are, indeed, "separate but parallel (Sadler, 1983)."

Career Perceptions of Male Surface Warfare Officers

The majority of research regarding career attitudes and perceptions of Surface Warfare Officers in the Navy has been concerned with those of male Surface Warfare Officers; perhaps because of the small number of female Surface Warfare Officers in proportion to that of males or perhaps because of the recency of female integration on board ships. Regardless of the reasons, it is within the male population of the Navy that most of the data relevant to this study has been uncovered. Therefore, there is a substantial amount of data with which to compare the newly obtained results regarding the careers of female Surface Warfare Officers.

One effort, conducted in 1979, was initiated to study the factors relating to surface warfare junior officer retention (Holzbach, 1979). In his study, Holzbach interviewed twenty-one Surface Warfare Officers in the ranks of lieutenant and lieutenant commander at Naval Postgraduate School, Monterey, California, questioning the officers concerning career goals and planning, career management, and attitudes toward Navy experiences in general. Most of the officers described their goals in terms of the recognized career pattern of Surface Warfare Officers; i.e. division officer, department head, executive officer and commanding officer. Additionally, the majority indicated that executive officer and commanding officer assignments on board destroyers are more desirable than those on board amphibious or auxiliary ships. In obtaining information regarding career choices, officers most frequently sought the advice of their commanding officers, executive officers, department heads, and detailers, although many officers interviewed indicated a distrust of their detailers. The commanding officers were said to have a tremendous influence on these officers, positively and, in some cases, negatively. Other results of Holzbach's interviews indicated concern for "erosion of benefits" in the Navy, family separation during deployments and the perception that the fitness report system may be less than accurate in reporting actual performance. Holzbach concluded that junior officer retention, hence their careers, were influenced most strongly by: (1) assignments and assignment patterns, (2) officer evaluations of assignments, (3) officer assignment process, (4) commanding officers and their effect on career decision,

(5) professional development, (6) career counseling, (7) officer career decision process, and (8) officer quality (p. 21).

Siverling (1983) interviewed ten ensigns, ten lieutenant commanders and nine captains in a comparative study of Navy career patterns and popular adult development theories. He found that the ensigns were only "tentatively committed" to the Navy as a career and, in fact, three of the ten ensigns stated that they would "not make the service their life work (p. 50)." It is important to note, however, that at the time of the interviews, none of the ensigns had yet reported to their first ships which may have limited the basis from which their perceptions were formed. In contrast to the responses of the ensigns, all of the lieutenant commanders interviewed expressed some degree of commitment to attaining command at sea and to their careers in the Navy. Six of the nine captains interviewed had command experience and reported that "the attainment of command was the apogee of their lives... (p.59)." They had all committed themselves to the Navy, with a mean time in service of 25.1 years. The uncertainty in their careers for the captains came following their command tours since the career development path is less structured.

In an effort "to develop data on the career concerns, activities, decisions, influences, and planning of Surface Warfare Officers assigned to sea billets (Morrison, 1983, p. 1)", Morrison interviewed 67 nonnuclear-trained, male Surface Warfare Officers ranking from ensign to captain. Although most of the officers interviewed expressed positive attitudes toward the Navy and their careers, several areas of concern were identified.

Many officers indicated that the surface warfare community does not take care of its people, that is, the "Navy or the ship/activity/command uses the officer to meet their immediate needs without reciprocating by helping them to be career-competitive (p.4)."

Additionally, Morrison found that junior officers perceive their first fitness report (FITREP) as critical to their careers and that, if it is bad, they may not be able to recover sufficiently to be career competitive. This finding is also supported by Holzbach (1979). Likewise, any low FITREP throughout the career of a Naval officer is considered by most to be career terminal regardless of good FITREP's which may follow.

Morrison also found that junior officer retention may be affected by perceived inequities in the opportunity to qualify in surface warfare. Factors listed as inhibiting the opportunity for qualification included assignment to a ship that does not operate or deploy, initial assignment to an engineering billet which limits the opportunity to complete bridge and warfare qualifications, assignment to a ship in overhaul, assignment to a unique auxiliary such as a minesweeper or tender, competition with a large number of other junior officers for qualification time, and requirement to allot time to collateral duties vice qualifications.

In regard to billet assignment, Morrison found that the best assignments for junior and mid-grade officers are in operations, weapons, combat systems or as first lieutenant. In contrast, engineering assignments were perceived as posing "major career problems (p.7)" because of the constant evaluation of performance

based on results of frequent inspections. Engineering assignments were described as high-risk because "the chance to obtain a single bad FITREP, which is seen as ruining an entire Navy career, is very high" (p.7). It was also noted that officers who do well in engineering billets reduce their time in operations, ship handling and weapons deployment experiences which are required for selection for command.

Career goals of Morrison's subjects covered a wide range and varied according to location within the career pattern. Some of the career goals listed included (p.9):

1. To obtain command at sea.
2. To avoid command at sea.
3. To change designators.
4. To become competitive in the SWO career.
5. To avoid engineering.
6. To obtain an engineering tour.
7. Geographic stability.

The same wide range of opinions concerning sea and shore duty billets were expressed in Morrison's study. Operations Officer was considered a good job on a Spruance-class destroyer but not on a "broken down" ship. The engineer billet was considered tough and satisfying but perceived as harmful to career competitiveness. Junior officers reported that communications officer was a good billet but senior officers reported it as a poor one. Amphibious ships and aircraft carriers were considered as bad for the surface warfare career. Shore duty assignments which were perceived as bad tours included instructor duty at the Naval Academy, Naval Postgraduate School or an NROTC unit and assignments such as Amphibious Craft Unit and Washington tours. Good shore tours included attendance at Naval Postgraduate School and assignment as a detailer. Most of the

officers considered attainment of postgraduate education desirable, however many felt the payback tours could make them "operationally obsolete (p.12)."

Career Perceptions of Female Surface Warfare Officers

There has been little research conducted specifically concerning the career perceptions of female Surface Warfare Officers. However, some studies conducted with other female subjects in the Navy and in the civilian community may help to provide insight into how women perceive their careers in general and thus provide direction to the hypothesis of this research project.

In Morrison's study (1983), discussed previously, only one of the 68 subjects interviewed was a female Surface Warfare Officer trainee, assigned temporarily to an amphibious ship for training. Although having been in the surface warfare community for only a short time, she noted that "the Navy appeared to be more worried about habitability problems that have arisen because of her sex than the real problems, which were getting qualified, becoming operationally competent, and staying career-competitive when she could not serve on a combatant ship (p. 5)." This feeling of frustration is similar to that expressed by the male junior officers interviewed by Morrison in the same study which may be attributed to the perceived lack of concern and support of the Navy for its people (p. 4). The opinion of one female trainee, however, cannot be generalized to the entire female surface warfare community. Therefore, there is still no conclusive data to date regarding the career perceptions of female

Surface Warfare Officers.

Other studies conducted within the Navy focused on sexual prejudices toward Navy women in non-traditional ratings (Pope, 1982) and attitudes of crews toward women assigned to ships (Thomas, 1981; Greebler, Thomas & Kuczynski, 1982). However, none concentrates specifically on the careers of female Surface Warfare Officers.

Civilian Research Concerning Careers

In contrast to the sparsity of research concerning careers for females conducted by the Navy, civilian researchers have explored many aspects of women in the work force, including comparing their career motivations and aspirations with those of their male counterparts.

Leadership. One study (Wexley and Hunt, 1974) examined 32 masters students, sixteen male and sixteen female, in supervisory positions in business and industry and found no significant differences between the performances of male and female leaders in human relations and administrative-technical leadership skills. Although females behaved differently from males, the differences in behavior had no effect on their leadership abilities.

Hollander and Yoder (1978) support this finding in their study of leadership differences between the genders and identified factors which cause some women to be effective leaders while others, less effective. Among those factors identified, leadership role, style and situational characteristics were found to influence leadership behavior in both male and female leaders. These studies, however, did not address careers of females but rather their leadership abilities

within their chosen careers.

Job satisfaction, motivation and work attitudes. Herzberg, Mausner, Capwell and Peterson (1957) and Deutsch (1978) studied gender and job satisfaction but found no significant relationship between the two variables. However, Shapiro (1975) reported a difference in job motivators between male and female employees. He found that actual pay earned in dollars per week provided the strongest motivation for males while total work experience measured in years worked had the strongest motivational impact for females. Relationships between satisfaction with the supervisor, company loyalty, present performance, recognition, security, standard of living, self-esteem, authority, self-actualization, and social contact with job motivation were either weak or nonexistent for both males and females.

Geddes (1975) examined the differences between male and female work attitudes and behaviors in the accounting profession and found that the degree of differences were related to other variables such as age, socioeconomic status, and education. She concluded that work commitment for men is consistently high regardless of socioeconomic status yet the commitment of women seemed to fluctuate with other variables such as age, education or socioeconomic class. However, she also concluded that men and women of the same age, education and job level had the same type of desire toward responsibility, recognition and advancement, at least in the accounting profession.

In another study concerning differences between male and female managers, Bridgewater (1984) found that "women are more likely than men to make sacrifices for their jobs; they are more career-oriented

and get more satisfaction from their jobs than men; more women than men would forgo an important function at home if it conflicted with the job (p. 17)".

In contrast, another study (Coates and Southern, 1972) regarding academic professions found that women tend to have lower educational aspirations than men although they appear to have equal potential. This, according to the researchers, combined with discrimination in education, may account for the lack of women in academic professions.

Motive to Avoid Success. This tendency of some women toward non-achievement in the field of education and in many other professions may be defined according to Deutsch (1944) as "success phobia" and according to Horner (1972) as a "motive to avoid success". Horner describes this motive as a personality disorder which is acquired early in childhood and is manifested by a belief that success will result in some negative consequence, such as social rejection or feelings of inadequacy as a woman. This belief, according to Horner, is especially prominent in competitive achievement situations. Stein and Bailey (1973) concur with Horner's hypothesis, stating that females are more anxious about failure and more cautious about risking failure than men. Other studies (Sutherland and Veroff, 1985) also support Horner's theory concerning the motive to avoid success.

However, Horner's research methodology has been challenged by a more recent study by Paludi and Fankell-Hauser (1986) who found that 91% of the women sampled in their study had never been in a situation where they were about to succeed and feared success. In their study, Paludi and Fankell-Hauser identified several internal blocks to

success for women including procrastination (58%) and lack of self-confidence (28%). Fear of failing was listed in only 4% of those surveyed. Therefore, they concluded that there is very little evidence to support the fear of success argument of Horner and her supporters. In terms of female Surface Warfare Officers, the motive to avoid success would probably not be a factor in their career perceptions and aspirations since women experiencing this disorder, if it does exist, would most likely avoid the intense, competitive environment of a shipboard occupation altogether or eliminate themselves early on from their surface warfare careers.

Achievement Motivation. Achievement motivation may be affected by factors such as parental upbringing (Kagan and Moss, 1962; Stein and Bailey, 1973), social class (Carney and McKeachie, 1963) and cultural influences (Rosen, 1962) which may influence the perceptions of the careers of women. Additionally, there is evidence that there are differences in achievement motivation between the genders (Crandall, Katkovsy and Preston, 1962; Lipinski, 1965). Crandall (et al.) found that boys had high expectations of success on new tasks and believed that they themselves were responsible for their successes and failures rather than chance or luck. In contrast, girls were more often expected to fail on new tasks regardless of their IQ. This, they concluded, may be attributed to the fact that girls are more commonly criticized for setting high goals on the grounds that such boasting is unfeminine. This conclusion supports the earlier findings of Deutsch (1944) that women can achieve intellectualism only through the loss of femininity. In another study regarding achievement

motivation, Baruch (1967) found that achievement motivation in females may be related to age, concluding that the highest level of motivation in females is more likely to occur after their families have been established and they have returned to the work force. She also found that the achievement motive differed with educational background.

Stein and Bailey (1973) noticed a definite relationship between gender and achievement motive in their finding that achievement levels for females are generally lower than those of men. They attribute this relationship, in part, to the differences in socialization of children which is consistent with Horner's (1972) belief that fear of success is a result of sex-role training. Additionally, their research was supported by other studies (Veroff, 1973; Sutherland and Veroff, 1985; French and Lesser, 1964) that reported differences in achievement motive scores between males and females.

Of significant importance to this research project, however, is the conclusion by French and Lesser (1964) that the criterion for achievement for women is less defined than that for men because of the changing roles and goals of today's women. Additionally, the methods used in most studies for determining achievement motivation may not be applicable to women (Veroff, Wilcox and Atkinson, 1953).

Conclusions. Because of the questionable applicability of the methodology used for measuring achievement motivation (Veroff, Wilcox and Atkinson, 1953), one cannot presuppose that the achievement motivation of female Surface Warfare Officers will differ significantly from the achievement motivation of male Surface Warfare Officers. Additionally, there is evidence that women in non-

traditional careers may, in fact, have characteristics more similar to those of men than to those of traditional women (Lipinski, 1965; Greebler, 1978; McBroom, 1986) which suggests, perhaps prematurely, that the comparison of male and female Surface Warfare Officers' career perceptions should not yield significant differences between the perceptions of the two genders.

However, contradictory conclusions of other studies regarding career aspirations, motivation and attitudes of the career woman make accurate predictions of results of this study difficult if not impossible. Additionally, the differences, however minor, between the career patterns of male and female Surface Warfare Officers as described in this chapter may have a greater impact on the career perceptions of females in the surface warfare community than anticipated. Therefore, if this is true, the assumption that the career patterns between the two genders are "separate but parallel" may not be correct which would lead one to expect greater differences between the responses of the males and those of the females surveyed during this study.

CHAPTER III

METHODOLOGY

The purpose of this study was to compare the perceptions of female Surface Warfare Officers with those of male Surface Warfare Officers concerning their careers in the Navy and in the surface warfare community and to determine what differences, if any, exist between the two genders regarding their careers. It is hypothesized that differences do indeed exist between the career perceptions and, further, that these differences impact on the retention of female Surface Warfare Officers in the Navy and in the Surface Warfare community.

Sample

Although the Women in Ships program has been in existence since 1978, the number of female Surface Warfare Officers in the Navy is still quite small. Because of this, it was possible to survey every female Surface Warfare Officer (designators 1110 and 1115) and Surface Warfare Officer trainee (designators 1160 and 1165), a total of 177 officers, for this research project. The population ranged from the rank of ensign to lieutenant commander and covered commissioning years 1971 through 1986. Each officer was requested to complete a Surface Warfare Officer Career Questionnaire (Appendix B).

In 1986, Navy Personnel Research and Development Center, San Diego, California surveyed over 2000 male Surface Warfare Officers and Surface Warfare Officer trainees using the same Surface Warfare

Officer Career Questionnaire (Appendix B). This sample was randomly selected, and stratified on ship type and rank, from the total Navy population of male Surface Warfare Officers and was considered representative of that population. The subjects used for comparison to the female Surface Warfare Officers in this study were randomly selected from the respondents of this 1986 NPRDC survey and matched with the female respondents of this study. A comparison of the subjects is presented in Chapter IV.

Procedures

The Surface Warfare Officer Career Questionnaire (Appendix B) consists of 148 questions designed and developed by Navy Personnel Research and Development Center. The questionnaire is divided into the eleven sections described below:

A. Background Information: Requests personal data and information concerning professional qualifications achieved.

B. Information Use: Evaluates a variety of career information sources in terms of use, accuracy of information, honesty, availability and influence.

C. Present Assignment: Evaluates current tour.

D. Assignment Process: Concerns the detailing process including evaluation of detailers and preference card system.

E. Decision Process: Evaluates the Navy as a career including satisfaction in assignments, career opportunity and options, contribution of assignments to surface warfare career and desire to continue naval service.

F. Career Management: Evaluates surface warfare community specifically including advancement opportunity within the community.

G. Career and Marital Status: Deals with possible conflicts between the officer's career and his/her family.

H. Education, Training and Professional Development: Concerns officer's perception of various schools and professional programs and their importance to his/her career.

I. Career Attitude: Concerns the intensity of desire and commitment to continue career in the Navy.

J. Fitness Reports: Lists information regarding the officer's Fitness Reports.

K. Comments: Encourages participants to contribute additional information regarding their naval careers.

Although respondents were asked to complete all portions of the survey, for the purposes of this study, only those items concerning the affective response to the subjects' careers in the Navy and in the surface warfare community, career perception and intended career behavior were extracted for analysis and comparison. Data from Section B, Information Use, was not utilized for analysis, nor was the data obtained from Section G, Career and Marital Status. Information from these sections can be made available for future studies from Naval Personnel Research and Development Center. Upon receipt of the completed questionnaires, analysis of variance or chi squared tests for significant differences were conducted for the items of interest. The results are reported in Chapter IV.

Generalizability

Although the sample of respondents is considered representative of the population of female Surface Warfare Officers, the results of this study cannot be considered generalizable beyond this sample because of the following limitations and biases:

1. The findings may have been biased based on a less than 100 percent return of the surveys.

2. Some of the questions in the survey are subject to individual interpretation and therefore the results of those items may be affected. (Note: those questions that were obviously ambiguous were not utilized in this study).

3. The questionnaire was originally designed for the purpose of studying the male surface warfare population and therefore some questions may have been inappropriate, subject to misinterpretation, or otherwise ineffective for a study of female Surface Warfare Officers.

4. Although it is assumed that the responses to the questionnaire were honest and candid, there is no means to assure that this is the case.

CHAPTER IV

RESULTS

Respondents

Of the 177 female officers surveyed, 55 responded, for a return rate of 31 percent. The reasons for nonreturns of the questionnaires are unknown, however, ship deployments, unexpected transfers, changes of home port and similar factors may have contributed to the delay in or lack of responses.

The sample of 47 male Surface Warfare Officers used for comparison to the female respondents participating in this study was randomly selected from those officers who responded to the 1986 NPRDC survey. The subjects were matched with the female respondents using designator (1110, 1115, 1160 or 1165) and rank based on commissioning year.

Demographics

A comparison of the demographics, including qualifications, of the male subjects to those of the female respondents participating in this investigation is depicted in Tables 2 through 13.

The subjects ranged from the rank of ensign through lieutenant commander with the majority of the respondents being lieutenants (57 percent of the male officers and 51 percent of the female officers). Fifty percent of the male subjects and 56 percent of the female subjects were single. Of the male Surface Warfare Officers participating in the comparison, 79 percent were qualified in surface

warfare (designator 1110 or 1115) which is comparable to the female Surface Warfare Officers of which 78 percent were surface warfare qualified.

As indicated by the chi square tests for significant difference, there were no significant statistical differences in demographics between the male sample and the female samples. However, significant differences did exist between males and females concerning qualification for Weapons Control (p= 0.0003) and qualification for Tactical Action Officer (p= 0.0002), Tables 9 and 10. These differences are to be expected since both Tactical Action Officer (TAO) and Weapons Control are qualifications specific to combatant-type ships, to which females are not authorized to be permanently assigned. The remaining qualifications and demographics reveal no significant differences between the samples. Therefore, the samples were considered to be acceptable for comparison during this study.

Location of Respondents

Using the Officer Master File (OMF) at Naval Personnel Research and Development Center, the name, rank and current duty station for each female Surface Warfare Officer was obtained. Of the 55 female respondents, 36 were assigned to sea duty and 19 were currently assigned ashore. Of the 47 male subjects used for comparison, 36 were assigned to sea duty and 11 were assigned ashore (Table 14). There was no significant difference between the duty stations of the female and male Surface Warfare Officers (p= 0.3111). The duty stations were located throughout the United States and overseas.

Table 2

Cross-tabulation of Designator (A2) by Sex (A4)

```
                          A4
                    MALE    FEMALE    ROW
                                      TOTAL
                  I    1 I     2   I
         --------+-------+---------+
           1110  I   30  I    33   I   63
                 I       I         I 61.8
                 +-------+---------+
           1115  I   7   I    10   I   17
                 I       I         I 16.7
A2               +-------+---------+
           1160  I   9   I    11   I   20
                 I       I         I 19.6
                 +-------+---------+
           1165  I   1   I    1    I    2
                 I       I         I  2.0
                 +-------+---------+
         COLUMN      47       55        102
          TOTAL    46.1     53.9      100.0

  CHI-SQUARE         SIGNIFICANCE      MISSING CASES
   0.24633             0.9698                0
```

Table 3

Cross-tabulation of Grade (A3) by Sex (A4)

```
                              A4

                      MALE    FEMALE    ROW
                   I   1   I    2     I TOTAL
            -------+-------+--------+
            ENS  1 I   8   I   12     I   20
                   I       I          I 20.0
                   +-------+--------+
           LTJG  2 I   8   I   10     I   18
                   I       I          I 18.0
  A3               +-------+--------+
             LT  3 I   27  I   27     I   54
                   I       I          I 54.0
                   +-------+--------+
           LCDR  4 I   4   I   4      I   8
                   I       I          I 8.0
                   +-------+--------+
         COLUMN       47       53        100
          TOTAL      47.0     53.0      100.0

        CHI SQUARE       SIGNIFICANCE      MISSING CASES
          0.66462           0.8815               2
```

Table 4

Cross-tabulation of Family Status (A5) by Sex (A4)

```
                          A4
                 MALE     FEMALE   ROW
               I        I        I TOTAL
               I   1    I   2    I
       --------+--------+--------+
        SINGLE I   23   I   31   I   54
               I        I        I 53.5
               +--------+--------+
       MARRIED I   12   I   13   I   25
      NO CHILD I        I        I 24.8
               +--------+--------+
       MARRIED I   9    I   7    I   16
       W/CHILD I        I        I 15.8
               +--------+--------+
      DIVORCED I   2    I   3    I   5
               I        I        I 5.0
               +--------+--------+
         OTHER I        I   1    I   1
               I        I        I 1.0
               +--------+--------+
        COLUMN     46       55      101
         TOTAL    45.5     54.5    100.0

   CHI-SQUARE       SIGNIFICANCE       MISSING CASES
    1.88820            0.7563                1
```

Table 5

Cross-tabulation of Division Officer Qualifications (A8a) by Sex (A4)

```
                              A4

                   MALE     FEMALE   ROW
                I        I        I TOTAL
                I   1    I   2    I
        --------+--------+--------+
        YES     I    44  I    49  I    93
                I        I        I  92.1
A8a             +--------+--------+
         NO     I     2  I     6  I     8
                I        I        I  7.9
                +--------+--------+
        COLUMN       46       55      101
         TOTAL     45.5     54.5    100.0

     CHI-SQUARE      SIGNIFICANCE   MISSING CASES
       0.71580          0.3975            1
```

Table 6

Cross-tabulation of Dept. Head Qualification (A8b) by Sex (A4)

```
                              A4
                    MALE     FEMALE  ROW
                I        I        I TOTAL
                I   1    I   2    I
        --------+--------+--------+
        YES     I    10  I    17  I    27
                I        I        I  30.3
A8b             +--------+--------+
        NO      I    31  I    31  I    62
                I        I        I  69.7
                +--------+--------+
        COLUMN       41       48       89
         TOTAL     46.1     53.9    100.0

   CHI-SQUARE      SIGNIFICANCE     MISSING CASES
     0.80387          0.3699             13
```

Table 7

Cross-tabulation of OOD Qualification (A8c) by Sex (A4)

```
                              A4
                         MALE   FEMALE    ROW
                       I       I        I  TOTAL
                       I   1   I   2    I
               --------+-------+--------+
               YES     I  38   I  44    I   82
                       I       I        I 84.5
    A8c                +-------+--------+
               NO      I   6   I   9    I   15
                       I       I        I 15.5
                       +-------+--------+
               COLUMN     44      53        97
                TOTAL    45.4    54.6     100.0

           CHI-SQUARE      SIGNIFICANCE      MISSING CASES
            0.02943           0.8638               5
```

Table 8

Cross-tabulation of EOOW Qualification (A8d) by Sex (A4)

```
                              A4

                        MALE    FEMALE    ROW
                       I       I        I  TOTAL
                       I   1   I   2    I
               --------+-------+--------+
               YES     I  17   I  21    I   38
                       I       I        I 42.7
        A8d            +-------+--------+
               NO      I  25   I  26    I   51
                       I       I        I 57.3
                       +-------+--------+
               COLUMN     42      47        89
                TOTAL    47.2    52.8     100.0

            CHI-SQUARE     SIGNIFICANCE    MISSING CASES
             0.03448          0.8527            13
```

Table 9

Cross-tabulation of Weapons Control Qualification (A8e) by Sex (A4)

```
                                   A4
                           MALE     FEMALE    ROW
                         I   1   I    2     I TOTAL
                ---------+-------+--------+
                YES      I   15  I    1     I   16
                         I       I          I 18.8
       A8e               +-------+--------+
                NO       I   27  I    42    I   69
                         I       I          I 81.2
                         +-------+--------+
                COLUMN       42       43        85
                 TOTAL     49.4     50.6     100.0


            CHI-SQUARE     SIGNIFICANCE    MISSING CASES
             13.39317         0.0003            17
```

Table 10

Cross-tabulation of TAO Qualification (A8f) by Sex (A4)

```
                                   A4
                           MALE     FEMALE    ROW
                         I       I          I TOTAL
                         I   1   I    2     I
                ---------+-------+--------+
                YES      I   15  I    1     I   16
                         I       I          I 19.3
       A8f               +-------+--------+
                NO       I   25  I    42    I   67
                         I       I          I 80.7
                         +-------+--------+
                 COLUMN      40       43        83
                  TOTAL    48.2     51.8     100.0


             CHI-SQUARE    SIGNIFICANCE    MISSING CASES
              14.29364        0.0002            19
```

Table 11

Cross-tabulation of XO Afloat Qualification (A8g)

by Sex (A4)

```
                           A4
                   MALE    FEMALE     ROW
                I        I         I TOTAL
                I    1   I    2    I
       ---------+--------+---------+
       YES      I    1   I         I    1
                I        I         I  1.3
                +--------+---------+
A8g     NO      I   35   I   41    I   76
                I        I         I 98.7
                +--------+---------+
       COLUMN       36        41       77
        TOTAL     46.8      53.2    100.0


    CHI-SQUARE    SIGNIFICANCE    MISSING CASES
     0.00429         0.9478             25
```

Table 12

Cross-tabulation of Command Qualification (A8h)

by Sex (A4)

```
                           A4
                   MALE      FEMALE     ROW
                I        I         I   TOTAL
                I    1   I    2    I
       ---------+--------+---------+
       YES      I    2   I    1    I    3
A8h             I        I         I  3.7
                +--------+---------+
       NO       I   36   I   42    I   78
                I        I         I 96.3
                +--------+---------+
       COLUMN       38        43       81
        TOTAL     46.9      53.1    100.0


    CHI-SQUARE    SIGNIFICANCE    MISSING CASES
     0.01192         0.9131             21
```

Table 13

Cross-tabulation of Nuclear Power Qualification (A8i)

by Sex (A4)

```
                              A4
                       MALE   FEMALE     ROW
                      I       I        I TOTAL
                      I   1   I    2   I
              --------+-------+--------+
              YES     I   1   I        I    1
                      I       I        I  1.2
A8i                   +-------+--------+
              NO      I   37  I    43  I   80
                      I       I        I 98.8
                      +-------+--------+
              COLUMN      38       43      81
               TOTAL    46.9     53.1   100.0
```

CHI-SQUARE	SIGNIFICANCE	MISSING CASES
0.00387	0.9504	21

Table 14

Cross-tabulation of Present Tour (C1) by Sex (A4)

```
                              A4
                       MALE   FEMALE     ROW
                      I       I        I TOTAL
                      I   1   I    2   I
              --------+-------+--------+.
              SEA     I   36  I    36  I   72
                      I       I        I 70.6
C1                    +-------+--------+
              SHORE   I   11  I    19  I   30
                      I       I        I 29.4
                      +-------+--------+
              COLUMN      47       55     102
               TOTAL    46.1     53.9   100.0
```

CHI-SQUARE	SIGNIFICANCE	MISSING CASES
1.02608	0.3111	0

Data Organization

To effectively examine the career perceptions of female Surface Warfare Officers in comparison to those of their male counterparts, it was necessary to define "career" in terms of three separate categories: (1) affective response, (2) career intentions in regard to expected behavioral outcomes, and (3) overall evaluation of career pattern. Each item of the Surface Warfare Officer Career Questionnaire (Appendix B), evaluated for this investigation, was divided into one of these three categories. Some of the items were further subdivided and analyzed together in a common scale to facilitate data analysis and formulation of the most appropriate conclusions. A confidence level was established as 0.05.

Affective response. Survey items which were categorized as indicating an officer's affective response to his/her career included those items that concerned the following:

- Satisfaction with Career
- Satisfaction with Occupation
- Satisfaction with Organization
- Satisfaction with Location
- Internal Aspects of Present Job
- External Aspects of Present Job
- Overall Evaluation of Tour
- Importance of and Satisfaction with Esprit de Corps
- Importance of and Satisfaction with Liberty Ports
- Evaluation of Specific Aspects of Navy Career
- Factors Contributing to Retention
- Personal Relationships

These items concern the individual's personal feelings toward various aspects of his/her career in the Navy and as a Surface Warfare

Officer based on past experiences and on the evaluation of his/her present assignment.

Intended Career Behaviors. The six survey questions included in this behavioral domain deal with decisions that reflect the officer's commitment to a career in the Navy (20 years of service or greater) and to a career as a Surface Warfare Officer. Although other items were included in this section of the questionnaire (section E8), the following questions best describe the officer's degree of commitment and dedication and therefore are indicative of his/her future career intentions: I have decided to...

- Make the Navy a career (E8d).
- Seek a designator change from SWO (E8e).
- Complete qualification for Command (E8g).
- Strive for Command at Sea (E8n).
- Strive for Captain (E8o).
- Strive for flag rank (E8p).

Additionally, data from question I.1. was included in this behavioral category because it, too, indicates commitment to continued naval service.

Career Path Perceptions. This category indicates the overall view of the individual's career, including the perceptions of future career opportunities, opinions of the detailing process, perceptions of how well specific assignments contribute to a surface warfare career, and perceptions regarding factors influencing promotion opportunity. These items help to formulate an overall picture of how the officer views the surface warfare career path and may serve to provide insight regarding the futures of female Surface Warfare Officers.

Survey Results

Affective Response. An analysis of the data reflecting the affective response to the respondents' careers as naval officers and as Surface Warfare Officers is described in Table 15 through Table 26. All of these items were either of a five point or seven point Likert scale design and were analyzed for significant differences using the analysis of variance. Similar questionnaire items were combined into composite scales and analyzed as such for ease and accuracy of testing and interpretation.

Both male and female Surface Warfare Officers responded positively (mean scores of 4.6 or greater on a seven point scale) to the composite areas of career satisfaction (Table 15), occupational satisfaction (Table 16), organizational satisfaction (Table 17) and satisfaction with location (Table 18), indicating a general satisfaction with these career areas. There were no significant differences found between the scores of the female Surface Warfare Officers surveyed and those of the male Surface Warfare Officers regarding these composite scales. Only one item, item I10 of the career satisfaction composite, showed a significant difference between genders ($p= 0.01$) when analyzed separately from the composite scale, with females responding higher than males regarding pride in their careers.

Concerning the officer's evaluation of their current assignment, there were no significant differences between genders in either their evaluation of the internal aspects (Table 19) or the external aspects (Table 20) affecting their current job. Not surprisingly, the

internal aspects of the job, such as challenge, sense of accomplishment or professional growth, were evaluated more positively for both males and females than the external aspects, such as work hours and work pressure. Separation from family and friends (item C4b) was evaluated by males and females as the most negative aspect of their current job (mean score of the men = 3.40; mean score of the women = 3.85).

Female Surface Warfare Officers were significantly less satisfied with liberty ports than their male counterparts (p = 0.0318), Table 24. This may be a result of the fact that women, restricted by United States Code, Title 10 to sea duty assignments on board noncombatant ships only, do not experience the at-sea time or deployments of their male contemporaries stationed on board combatant ships thus their opportunities for port visits are more limited.

Perhaps these restrictions were also responsible, at least in part, for the significant difference found between genders regarding their overall evaluation of their present tour. Table 21 describes these results in terms of a combined analysis of ship or command, type of duties assigned and superiors. Female Surface Warfare Officers were significantly less favorable toward their current tour than were the males (p = 0.0493). Their evaluation of their relationships with their commanding officer, immediate subordinates and wardroom or peers at their present commands, however, were similar to those of male Surface Warfare Officers and, in general, favorable.

Additionally, both males and females evaluated most of the items listed in question E5 (Table 26) as positive aspects of a career in

the Navy. Continuity of detailers was a notable exception, with a mean evaluation score for the male officers of 3.69 and a mean score for the females of 3.92. Unaccompanied, overseas assignments also rated much lower on the evaluation scale (mean of the males = 3.45; mean of the females = 3.40), although both genders had very positive evaluations of accompanied overseas assignments. This is in consonance with previous negative evaluations of separation from family and friends and is also consistent with the findings of Holzbach (1979).

It is interesting to note that female Surface Warfare Officers responded significantly more positively to sea duty than did the male Surface Warfare Officers (p = 0.0030), with a difference in mean scores of 1.05. Evaluations of shore duty were more similar between the genders (mean of the men = 5.13; mean of the women = 5.39).

Opportunity for rewarding assignments and enjoyment of naval service were ranked as the two most important factors for males and females in determining whether they would remain on active duty beyond their eligible retirement date (item E10, Table 26). Although both genders ranked these two items very high in importance (mean scores greater than 4.0 on a five point scale), there were significant differences between the responses of men and those of women on each, with females ranking both factors as significantly more important than did the males (p= 0.0071 and p= 0.0095 respectively). Additionally, the female officers' responses to these two factors showed greater central tendency than did the male officers' responses, indicating a greater consensus of opinions concerning these items. The least

important determinant of retention for those females surveyed was the desire to retire as an 0-6, or the rank of captain. In contrast, the least important determinant of retention for the male participants was the opportunity for civilian employment.

Both male and female Surface Warfare Officers considered items such as salary, retirement benefits, and command duties, listed in question E11 (Table 26), as generally important to remaining in the Navy. Both genders considered command duties as most important to their retention and, aside from liberty ports reported previously as a composite analysis, geographic stability ranked as least important. The levels of satisfaction (item E12) tallied by the male and female respondents for the same areas ranged from 3.0 to 4.0 on a five point scale. Although not dissatisfied with the areas listed, most officers apparently could be more satisfied. Generally, males and females were most satisfied with retirement benefits and basic salary. The area producing the least satisfaction was family separation, which supports the previous evaluation of separation from family and friends as a negative aspect of both male and female officers' current assignments (question C4b).

Table 15

Career Satisfaction

Questions

I2 The more I think about it, the more I feel I made a bad move in entering my career.

I6 I thoroughly enjoy my career.

I10 I take great pride in my career.

I14 I feel good about my career.

I18 I definitely feel I am in the wrong career.

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	5.0696	1.3520	82.2574
FEMALE	55	5.3764	1.2589	85.5793
WITHIN GROUPS	101	5.2366	1.3020	167.8367

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	2.3578	1	2.3578	1.3908	0.2411
WITHIN	167.8367	99	1.6953		

Table 16

Occupational Satisfaction

Questions

I3 I am very satisfied with my occupation.

I7 I thoroughly enjoy my field of work.

I11 I would feel happier with a different occupation.

I15 I definitely feel that I am in the right field of work.

I19 I am very sorry I chose my occupation.

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	4.6870	1.4713	97.4122
FEMALE	55	4.9209	1.2547	85.0085
WITHIN GROUPS	101	4.8144	1.3574	182.4206

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	1.3711	1	1.3711	0.7441	0.3904
WITHIN	182.4206	99	1.8426		

Table 17

Organizational Satisfaction

Questions

I4 I talk up the Navy to my friends as a great organization to work for.

I8 I am proud to tell others that I am part of the Navy.

I12 I am extremely glad that I chose the Navy to work for, over other organizations I was considering at the time I joined.

I16 For me, this is the best of all possible organizations for which to work.

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	4.9348	1.1098	55.4293
FEMALE	55	5.3015	1.1218	67.9513
WITHIN GROUPS	101	5.1345	1.1164	123.3806

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	3.3690	1	3.3690	2.7033	0.1033
WITHIN	123.3806	99	1.2463		

Table 18

Location Satisfaction

Questions

I5 I am fortunate to be located where I am.

I9 I thoroughly enjoy my location.

I13 I am very satisfied with my present location.

I17 I would be more satisfied in a different location.

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	4.9728	1.4750	97.9035
FEMALE	55	4.8182	1.5019	121.8068
WITHIN GROUP	101	4.8886	1.4897	219.7104

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.5991	1	0.5991	0.2699	0.6045
WITHIN	219.7104	99	2.2193		

Table 19

Internal Aspects of Present Job

Questions

C4 What is your evaluation of the following aspects of your present job and related duties?

a. Challenge
c. Use of skills and abilities
g. Interesting duties
i. Adventure
j. Sense of accomplishment
k. Opportunity to grow professionally
l. Doing something important

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	5.0821	1.0480	50.5202
FEMALE	55	4.7610	1.3299	95.5124
WITHIN GROUPS	102	4.9090	1.2084	146.0326

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	2.6118	1	2.6118	1.7885	0.1841
WITHIN	146.0326	100	1.4603		

Table 20

External Aspects of Present Job

Questions

C4 What is your evaluation of the following aspects of your present job and related duties?

d. Working environment
e. Hours of work required
f. Work pressure
h. Ability to plan and schedule activities

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	3.9468	1.3623	85.3670
FEMALE	55	4.2212	1.4164	108.3364
WITHIN GROUPS	102	4.0948	1.3918	193.7034

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	1.9083	1	1.9083	0.9852	0.3233
WITHIN	193.7034	100	1.9370		

Table 21

Overall Evaluation of Tour

Questions

C5 Overall, how do you evaluate this tour in terms of:

a. Ship/Command
b. Type duties
c. Superiors

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	4.0496	0.6889	21.8286
FEMALE	54	3.7438	0.8341	36.8729
WITHIN GROUPS	101	3.8861	0.7700	58.7015

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	2.3502	1	2.3502	3.9635	0.0493
WITHIN	58.7015	99	0.5929		

Table 22

Importance of Liberty Ports to Remaining in the Navy

Questions

E11 Indicate how important each of the following areas are to remaining in the Navy.

a. Number of cruise liberty ports
b. Quality of liberty ports

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	3.5213	1.2022	66.4787
FEMALE	53	3.2264	1.3358	92.7830
WITHIN GROUPS	100	3.3650	1.2748	159.2617

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	2.1658	1	2.1658	1.3327	0.2511
WITHIN	159.2617	98	1.6251		

Table 23

Importance of Esprit de Corps to Remaining in the Navy

Questions

E11 Indicate how important each of the following areas are to remaining in the Navy.

- h. Esprit de Corps
- i. Recognition for accomplishments
- j. Status of the SWO community in the Navy

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	3.9433	0.8233	31.1820
FEMALE	55	4.2061	0.6203	20.7758
WITHIN GROUPS	102	4.0850	0.7208	51.9578

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	1.7503	1	1.7503	3.3686	0.0694
WITHIN	51.9578	100	0.5196		

Table 24

Satisfaction with Liberty Ports

Questions

E12 Indicate how satisfied you are with the following areas.

a. Number of cruise liberty ports
b. Quality of liberty ports

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	3.6413	0.9408	39.8315
FEMALE	53	3.2170	0.9880	50.7547
WITHIN GROUPS	99	3.4141	0.9664	90.5862

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	4.4340	1	4.4340	4.7479	0.0318
WITHIN	90.5862	97	0.9339		

Table 25

Satisfaction with Esprit de Corps

Questions

E12 Indicate how satisfied you are with the following areas.

- h. Esprit de Corps
- i. Recognition for accomplishments
- j. Status of the SWO community in the Navy

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	3.0142	0.7831	28.2128
FEMALE	55	3.1818	0.8885	42.6263
WITHIN GROUPS	102	3.1046	0.8417	70.8390

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.7122	1	0.7122	1.0053	0.3184
WITHIN	70.8390	100	0.7084		

Table 26

Additional Data for Affective Response Analysis

Question C4b Evaluation of separation from family/friends.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	3.4043	1.8257	153.3191
FEMALE	55	3.8545	1.9092	196.8364
WITHIN GROUPS	102	3.6471	1.8712	350.1555

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	5.1386	1	5.1386	1.4675	0.2286
WITHIN	350.1555	100	3.5016		

Question C5c Evaluation of present tour in terms of relationship with CO.

LABEL	CASES	MEAN	STD DEV	SUMS OF SQ
MALE	47	4.0213	1.2067	66.9787
FEMALE	52	3.9423	1.0921	60.8269
WITHIN GROUPS	99	3.9798	1.1479	127.8056

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.1539	1	0.1539	0.1168	0.7332
WITHIN	127.8056	97	1.3176		

Table 26 (cont)

Question C5e Evaluation of present tour in terms of immediate subordinates.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	44	4.3864	0.7840	26.4318
FEMALE	50	4.3200	0.8437	34.8800
WITHIN GROUPS	94	4.3511	0.8164	61.3118

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.1031	1	0.1031	0.1547	0.6950
WITHIN	61.3118	92	0.6664		

Question C5f Evaluation of present tour in terms of wardroom/peers.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	4.2766	0.9714	43.4043
FEMALE	51	4.0392	1.0190	51.9216
WITHIN GROUPS	98	4.1531	0.9965	95.3258

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	1.3783	1	1.3783	1.3880	0.2417
WITHIN	95.3258	96	0.9930		

Table 26 (continued)

Question E5a Evaluation of continuity of detailers.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	3.6957	1.0723	51.7391
FEMALES	54	3.9259	1.3438	95.7037
WITHIN GROUPS	100	3.8200	1.2266	147.4428

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	1.3172	1	1.3172	0.8755	0.3517
WITHIN	147.4428	98	1.5045		

Question E5b Evaluation of assignments received.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	44	4.7727	1.4445	89.7273
FEMALE	53	5.1132	1.4366	107.3208
WITHIN GROUPS	97	4.9588	1.4402	197.0480

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	2.7870	1	2.7870	1.3437	0.2493
WITHIN	197.0480	95	2.0742		

Table 26 (continued)

Question E5c Evaluation of change of assignments at 2-3 year intervals.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	5.0000	1.5635	110.0000
FEMALE	54	5.5185	1.3700	99.4815
WITHIN GROUPS	100	5.2800	1.4620	209.4815

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	6.6785	1	6.6785	3.1244	0.0802
WITHIN	209.4815	98	2.1376		

Question E5d Evaluation of possibility of change of geographic location with assignment change.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALES	46	4.9348	1.3889	86.8043
FEMALES	54	4.9815	1.6878	150.9815
WITHIN GROUPS	100	4.9600	1.5577	237.7858

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0542	1	0.0542	0.0223	0.8815
WITHIN	237.7858	98	2.4264		

Table 26 (continued)

Question E5e Evaluation of sea duty.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	4.2609	1.8551	154.8696
FEMALE	54	5.3148	1.6116	137.6481
WITHIN GROUP	100	4.8300	1.7277	292.5177

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	27.5923	1	27.5923	9.2440	0.0030
WITHIN	292.5177	98	2.9849		

Question E5f Evaluation of shore duty.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	43	5.1395	1.4071	83.1628
FEMALE	53	5.3962	1.3915	100.6792
WITHIN GROUPS	96	5.2813	1.3985	183.8420

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	1.5642	1	1.5642	0.7998	0.3734
WITHIN	183.8420	94	1.9558		

Table 26 (continued)

Question E5g Evaluation of overseas assignment, accompanied by family.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	43	5.3488	1.4456	87.7674
FEMALE	53	5.2830	1.3920	100.7547
WITHIN GROUPS	96	5.3125	1.4162	188.5222

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.1028	1	0.1028	0.0513	0.8213
WITHIN	188.5222	94	2.0056		

Question E5h Evaluation of overseas assignment, unaccompanied by family.

LABEL	CASES	MEAN	STD DEV	SUM OF SQUARES
MALE	44	3.4545	1.9702	166.9091
FEMALE	54	3.4074	2.0143	215.0370
WITHIN GROUPS	98	3.4286	1.9946	381.9461

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0539	1	0.0539	0.0135	0.9076
WITHIN	381.9461	96	3.9786		

Table 26 (continued)

Question E10a Importance of opportunity for flag rank in determining whether you will remain on active duty after becoming eligible to retire.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	3.4468	1.5295	107.6170
FEMALE	54	3.3333	1.4406	110.0000
WITHIN GROUPS	101	3.3861	1.4826	217.6170

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.3236	1	0.3236	0.1472	0.7020
WITHIN	217.6170	99	2.1982		

Question E10b Importance of opportunity for major command in determining whether you will remain on active duty after becoming eligible to retire.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	4.1064	1.1274	58.4681
FEMALE	54	3.6111	1.3656	98.8333
WITHIN GROUPS	101	3.8416	1.2605	157.3014

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	6.1639	1	6.1639	3.8794	0.0517
WITHIN	157.3014	99	1.5889		

Table 26 (continued)

Question E10c Importance of desire to retire as an 0-6 in determining whether you remain on active duty after becoming eligible to retire.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	3.4681	1.2132	67.7021
FEMALE	54	3.0926	1.3773	100.5370
WITHIN GROUPS	101	3.2673	1.3036	168.2392

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	3.5430	1	3.5430	2.0849	0.1519
WITHIN	168.2392	99	1.6994		

Question E10d Importance of opportunity for rewarding assignments in determining whether you will remain on active duty after becoming eligible to retire.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	4.3617	0.8189	30.8511
FEMALE	54	4.7407	0.5558	16.3704
WITHIN GROUPS	101	4.5644	0.6906	47.2214

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	3.6102	1	3.6102	7.5689	0.0071
WITHIN	47.2214	99	0.4770		

Table 26 (continued)

Question E10e Importance of enjoyment of naval service in determining whether you will remain on active duty after becoming eligible to retire.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	4.3404	0.9389	40.5532
FEMALE	54	4.7407	0.5558	16.3704
WITHIN GROUPS	101	4.5545	0.7583	56.9236

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	4.0269	1	4.0269	7.0035	0.0095
WITHIN	56.9236	99	0.5750		

Question E10f Importance of opportunities for civilian employment in determining whether you will remain on active duty after becoming eligible to retire.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	3.3404	1.2385	70.5532
FEMALE	54	3.3148	1.3434	95.6481
WITHIN GROUPS	101	3.3267	1.2957	166.2013

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0165	1	0.0165	0.0098	0.9213
WITHIN	166.2013	99	1.6788		

Table 26 (continued)

Question E10g Importance of financial benefits in determining whether you will remain on active duty after becoming eligible to retire.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	3.4255	1.1748	63.4894
FEMALE	54	3.8333	1.0946	63.5000
WITHIN GROUPS	101	3.6436	1.1326	126.9894

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	4.1790	1	4.1790	3.2579	0.0741
WITHIN	126.9894	99	1.2827		

Question E11c Importance of command duties to remaining in the Navy.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	4.4889	0.6260	17.2444
FEMALE	55	4.6000	0.7354	29.2000
WITHIN GROUPS	100	4.5500	0.6884	46.4444

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.3056	1	0.3056	0.6447	0.4239
WITHIN	46.4444	98	0.4739		

Table 26 (continued)

Question E11d Importance of family separation to remaining in the Navy.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	44	4.2045	1.0692	49.1591
FEMALE	50	4.1600	1.1843	68.7200
WITHIN GROUPS	94	4.1809	1.1319	117.8791

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0464	1	0.0464	0.0362	0.8494
WITHIN	117.8791	92	1.2813		

Question E11e Importance of retirement benefits to remaining in the Navy.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	4.2979	0.7493	25.8298
FEMALE	54	4.2963	0.9834	51.2593
WITHIN GROUPS	101	4.2970	0.8824	77.0890

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0001	1	0.0001	0.0001	0.9929
WITHIN	77.0890	99	0.7787		

Table 26 (continued)

Question E11f Importance of geographical stability to remaining in the Navy.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	3.3191	1.1054	56.2128
FEMALE	55	3.4545	1.2445	83.6364
WITHIN GROUPS	102	3.3922	1.1826	139.8491

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.4646	1	0.4646	0.3322	0.5657
WITHIN	139.8491	100	1.3985		

Question E11g Importance of basic salary to remaining in the Navy.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	4.1277	0.8240	31.2340
FEMALE	55	4.0000	0.9623	50.0000
WITHIN GROUPS	102	4.0588	0.9013	81.2340

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.4130	1	0.4130	0.5084	0.4775
WITHIN	81.2340	100	0.8123		

Table 26 (continued)

Question E12c Satisfaction with command duties.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	3.6222	0.9118	36.5778
FEMALE	53	3.4151	0.9694	48.8679
WITHIN GROUPS	98	3.5102	0.9434	85.4457

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	1.0441	1	1.0441	1.1731	0.2815
WITHIN	85.4457	96	0.8901		

Question E12d Satisfaction with family separation.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	42	2.4762	0.9936	40.4762
FEMALE	48	2.5000	0.8505	34.0000
WITHIN GROUPS	90	2.4889	0.9200	74.4762

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0127	1	0.0127	0.0150	0.9028
WITHIN	74.4762	88	0.8463		

Table 26 (continued)

Question E12e Satisfaction with retirement benefits.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	43	3.6977	0.8873	33.0698
FEMALE	52	3.8846	0.9425	45.3077
WITHIN GROUPS	95	3.8000	0.9180	78.3775

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.8225	1	0.8225	0.9760	0.3258
WITHIN	78.3775	93	0.8428		

Question E12f Satisfaction with geographical stability.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	3.3913	1.1446	58.9565
FEMALE	53	3.3019	0.9524	47.1698
WITHIN GROUPS	99	3.3434	1.0460	106.1263

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.1969	1	0.1969	0.1800	0.6723
WITHIN	106.1263	97	1.0941		

Table 26 (continued)

Question E12g Satisfaction with basic salary.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	3.7021	0.8826	35.8298
FEMALE	55	3.6727	0.9241	46.1091
WITHIN GROUPS	102	3.6863	0.9052	81.9389

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0219	1	0.0219	0.0267	0.8704
WITHIN	81.9389	100	0.8194		

Intended Career Behavior. Six survey questions of section E8 of the Surface Warfare Officer Career Questionnaire were selected to represent career intentions; that is, the level of commitment to the Navy as a career and to the surface warfare community. These six questions were selected over the other items in section E8 because they addressed behavior typically indicative of long term career commitment to the Navy and to the community. They were analyzed independently using the chi-square test for significant differences. The results are depicted in Tables 27 through 32. Additionally, item I.1. of the questionnaire was selected to indicate the intensity of the officer's desire to continue his/her career as a naval officer

until eligible for retirement. This item is of the eight point Likert scale design which was analyzed using the analysis of variance test for significant differences. The results of this analysis are depicted in Table 33.

There was no significant difference found between the male Surface Warfare Officers and the female Surface Warfare Officers regarding the decision to make the Navy a career. Only 42.5 percent of the male respondents and 32.7 percent of the female respondents indicated a commitment to making the Navy a career. Of the total number of participants, male and female, 62.7 percent were either undecided or had decided not to continue their naval careers. This may be a result of the fact that 92 percent of the participants were of the rank of lieutenant or below. Siverling (1983) had found similar results in his observation that junior officers were less committed than the more senior officers to their careers in the Navy and to achievement of command at sea.

The results of item I.1. also support this finding (Table 33). Although there was no significant difference between the responses of the genders, the levels of commitment indicated were quite low. The means of the scores ranged from 3.4783 (male) to 4.1091 (female). These means correspond to the following levels of commitment:

10.0 - 24.9%	I am confident that I will not continue my Navy career until I can retire.
25.0 - 49.9%	I probably will not continue in the Navy until I am eligible for retirement.

Comments from female respondents who were seriously considering resigning from the naval service cited dissatisfaction with career opportunities, limited sea time, and career restrictions because of

their sex as reasons for their decisions.

Similarly, only 33.3 percent of the female Surface Warfare Officers surveyed have decided to remain in the surface warfare community as compared to 43.5 percent of their male counterparts (Table 28). Most of the females were undecided (48.1%) and only 10 percent of the females had made the decision to change designator. This is a lower percentage, although not significantly so, than the males, of which 43.5 percent had decided to change designator.

Surprisingly, there was no significant difference between the genders regarding the decision to complete surface warfare command qualification ($p = 0.1273$), however, there _was_ a significant difference between male and female responses regarding the decision to strive for command at sea ($p = 0.0207$). Thirty-seven percent of the female respondents had decided to complete command qualification and 31.5 percent had decided to strive for command at sea (Tables 29 and 30). In contrast, 53.3 percent of the males indicated they had decided to complete the qualifications for command and 52.2 percent had decided to strive for command at sea.

There was no significant difference ($p < 0.05$) between males and females participating in this survey concerning their decision to strive for the rank of captain (0-6). However, the majority of the males (57.8%) but only 37 percent of the females had decided to seek this promotion which indicates a substantial difference between genders if not statistically significant. Most of the females (46.3%) were undecided. This compares with the results of a previous question regarding affective response (E10c) concerning the importance of the

desire to retire as an 0-6 to remaining in on active duty beyond twenty years of service, in which the mean score for female Surface Warfare Officers was also "middle of the road" (3.0926).

As one would surmise from the indecision regarding promotion to 0-6, even more of the females (53.7%) were undecided regarding the decision to seek promotion to flag rank (Table 32). Similarly, the majority of the males had decided not to strive for this rank or were undecided (47.8%). Although more men than women had decided to seek flag rank, the difference was not statistically significant.

Table 27

Cross-tabulation of Decision to Make Navy a Career (E8d) by Sex (A4)

		A4		
		MALE 1	FEMALE 2	ROW TOTAL
E8d	NO	6	8	14 13.7
	UNDECIDED	21	29	50 49.0
	YES	20	18	38 37.3
	COLUMN TOTAL	47 46.1	55 53.9	102 100.0

CHI-SQUARE	SIGNIFICANCE	MISSING CASES
1.04999	0.5916	0

Table 28

Cross-tabulation of Decision to Change Designator (E8e)
by Sex (A4)

```
                              A4
                       MALE     FEMALE   ROW
                     I        I        I TOTAL
                     I   1    I   2    I
              -------+--------+--------+
              NO     I   20   I   18   I   38
                     I        I        I  38.0
                     +--------+--------+
          UNDECIDED  I   15   I   26   I   41
  E8e                I        I        I  41.0
                     +--------+--------+
              YES    I   11   I   10   I   21
                     I        I        I  21.0
                     +--------+--------+
              COLUMN     46       54       100
               TOTAL   46.0     54.0     100.0

           CHI-SQUARE    SIGNIFICANCE    MISSING CASES
            2.47997         0.2894             2
```

Table 29

Cross-tabulation of Decision to Complete
Command Qualification (E8g) by Sex (A4)

```
                              A4
                       MALE     FEMALE   ROW
                     I        I        I TOTAL
                     I   1    I   2    I
              -------+--------+--------+
              NO     I   11   I   12   I   23
                     I        I        I  23.2
                     +--------+--------+
  E8g     UNDECIDED  I   10   I   22   I   32
                     I        I        I  32.3
                     +--------+--------+
              YES    I   24   I   20   I   44
                     I        I        I  44.4
                     +--------+--------+
              COLUMN     45       54        99
               TOTAL   45.5     54.5      100.0

           CHI-SQUARE    SIGNIFICANCE    MISSING CASES
            4.12301         0.1273             3
```

Table 30

Cross-tabulation of Decision to Strive for Command at Sea (E8n) by Sex (A4)

```
                              A4
                    MALE    FEMALE   ROW
                  I       I        I TOTAL
                  I   1   I   2    I
           -------+-------+--------+
           NO     I   14  I   15   I   29
E8n               I       I        I  29.6
                  +-------+--------+
      UNDECIDED   I   7   I   22   I   29
                  I       I        I  29.6
                  +-------+--------+
           YES    I   23  I   17   I   40
                  I       I        I  40.8
                  +-------+--------+
           COLUMN     44      54       98
            TOTAL   44.9    55.1     100.0

      CHI-SQUARE   SIGNIFICANCE   MISSING CASES
       7.75342        0.0207            4
```

Table 31

Cross-tabulation of Decision to Strive for Captain (E8o) by Sex (A4)

```
                              A4
                    MALE    FEMALE   ROW
                  I       I        I TOTAL
                  I   1   I   2    I
           -------+-------+--------+
           NO     I   6   I   9    I   15
                  I       I        I  15.2
 E8o              +-------+--------+
       UNDECIDED  I   13  I   25   I   38
                  I       I        I  38.4
                  +-------+--------+
           YES    I   26  I   20   I   46
                  I       I        I  46.5
                  +-------+--------+
           COLUMN     45      54       99
            TOTAL   45.5    54.5     100.0

      CHI-SQUARE   SIGNIFICANCE   MISSING CASES
       4.39018        0.1113            3
```

Table 32

Cross-tabulation of Decision to Strive for Flag Rank (E8p) by Sex (A4)

```
                          A4
                     MALE     FEMALE   ROW
                   I        I        I TOTAL
                   I   1    I   2    I
            -------+--------+--------+
            NO     I   8    I   13   I    21
                   I        I        I  21.2
                   +--------+--------+
E8p     UNDECIDED  I   18   I   29   I    47
                   I        I        I  47.5
                   +--------+--------+
            YES    I   19   I   12   I    31
                   I        I        I  31.3
                   +--------+--------+
            COLUMN     45       54        99
             TOTAL    45.5     54.5     100.0

        CHI-SQUARE   SIGNIFICANCE   MISSING CASES
         4.56513        0.1020            3
```

Table 33

Career Intentions

Question I1 How certain are you that you will continue an active Navy career at least until you are eligible to retire.

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	3.4783	1.9407	169.4783
FEMALE	55	4.1091	1.8224	179.3455
WITHIN GROUPS	101	3.8218	1.8771	348.8237

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	9.9684	1	9.9684	2.8291	0.0957
WITHIN	348.8237	99	3.5235		

Career Perceptions. The survey items presented in Tables 34 through 79 are perhaps the most important items in determining how Surface Warfare Officers perceive their careers. These items represent the areas which best describe the overall picture of an officer's career and may offer explanations for responses previously discussed in the other categories. Each item was of the Likert scale design and analyzed using the analysis of variance test for significant differences.

An influential figure in the career of a Surface Warfare Officer is his/her detailer since it is the detailer that often has the most impact on the futures of naval officers. Both male and female Surface Warfare Officers agreed that detailers were quite knowledgeable of current policy trends, of billets available and of the requirements of the billets (Table 34). However, there was less agreement regarding how well the detailers represent the best interests of the officer (p = 0.0501) and in the evaluation of detailer behavior (p = 0.0074). Women Surface Warfare Officers expressed a more favorable evaluation of detailer behavior (mean = 4.6900) than did their male counterparts (mean = 3.8226). Likewise, female respondents were more positive (mean = 4.5271) than the male respondents (mean = 3.8077) in their evaluation of how well their detailer represents them and their best interests. These two areas of the detailing process, however, were rated lower than was detailer knowledge by both males and females.

There was a tendency for genders to agree that some department head billets better prepare a naval officer for command than others (Table 70). Of the department head sea assignments listed in question

E9a, there was a difference in the ranking of types of department head billets between male and female Surface Warfare Officers. Male Surface Warfare Officers considered assignment as operations department head (mean = 6.045) as most career enhancing followed closely by assignment as weapons department head (mean = 6.022). The job as Chief Engineer was considered only a moderately positive (mean = 5.5111) contributor to the male Surface Warfare Officer's career. This evaluation reflects the findings of Morrison (1983) in his interviews of male Surface Warfare Officers that the best assignments for junior and mid-grade officers are in operations, weapons, combat systems and as first lieutenant and that the assignments perceived as posing "major career problems (p. 7)" were those in engineering. In contrast, female Surface Warfare Officers in this study perceive that assignment as engineering department head is the most career enhancing department head billet (mean = 6.2909). This is significantly higher than their male counterparts (p = 0.0060). Like the males, assignment as weapons department head was viewed as the next most positive contributor to a surface warfare career (mean = 6.2564). Operations was ranked last by the females although it was still considered to be a substantially positive assignment (mean = 6.1481).

Both males and females agreed that assignment as a department head on board a cruiser or destroyer, regardless of department, was substantially more career enhancing than other ship types (Table 40). There was a significant difference between responses of genders regarding the potential contribution of assignment as department head on board an amphibious ship toward a surface warfare career (p =

0.0177) with females expressing a much more positive view of this type of shipboard duty.

Of the executive officer billets, executive officer assignment on board a cruiser or destroyer was ranked higher than similar assignment on board an auxiliary or naval reserve force ship as anticipated. Females were significantly more positive toward executive officer assignment on board an auxiliary ($p = 0.0191$) and on board a naval reserve force ship ($p = 0.0434$) than the males.

Commanding officer billets on board an AE or a destroyer were evaluated favorably by both male and female Surface Warfare Officers as was assignment as flag aide afloat (Tables 47 and 48).

Most shore duty assignments were considered positive contributors to a surface warfare career. Females ranked assignment as shore support unit (OIC), SWOS Basic instructor duty, NAVSEA duty, service college assignment, and overseas staff duty (EUROPG) significantly more favorably than did the male Surface Warfare Officers. Both genders considered recruiting duty as the least favorable (Table 59). Attendance at Naval Postgraduate School was considered the most career enhancing shore assignment by both males and females (Tables 61 and 76) although there was some uncertainty regarding the effect that leaving the surface warfare specialty area for any reason, including attendance at Naval Postgraduate School, would have on the officer's career (Table 77), with females significantly less certain ($p= 0.0296$) than the males. Both males and females evaluated the development of a subspecialty and attendance at a war college as important to their Navy careers (Tables 78 and 79).

Promotion opportunities in the surface community were viewed as slightly less than in other communities by both genders (mean of the males = 3.5217; mean of the females = 3.2778). Visibility was recognized as important to a successful career by both genders (Table 69). Additionally, superb performance was ranked as the most important factor for promotion to flag rank by males (mean = 4.7111) and females (mean = 4.7500). However, having the right contacts and "punching the right tickets" were also considered important.

In nearly all of the data, the responses of the female Surface Warfare Officers exhibited a greater dispersion of responses than did the male respondents.

There was a significant difference between the abilities of male and female Surface Warfare Officers to plan their careers because of the uncertainty of the career paths (p = 0.0018). Where male Surface Warfare Officers indicated having a clear idea of their career path from five to eight years ahead (mean = 2.7872), the career path of the female Surface Warfare Officer is only clear from one to four years ahead (mean = 2.1818). Additionally, there was greater agreement among the females than among the males concerning their responses to this question, indicating a consensus of opinion regarding the lack of clarity in the career path.

The most revealing data regarding the career perceptions of female Surface Warfare Officers in comparison to their male counterparts resulted from the evaluation of the attractiveness of the surface warfare career path (Table 66). Where the male Surface Warfare Officers viewed their career path in the surface community as

generally neutral (mean = 4.000), female Surface Warfare Officers tended to rate their career paths as unattractive (mean = 3.1818). The difference between genders on this issue was significant (p = 0.0178).

Table 34

Perception of Detailer Knowledge

Questions Evaluate detailer in the following ares:

D11a	Knowledge of current policy trends
D11b	Knowledge of which billets are available
D11c	Knowledge of requirements and duties of available billets.

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	37	4.7658	1.1676	49.0811
FEMALE	45	4.8481	1.5092	100.2123
WITHIN GROUPS	82	4.8110	1.3661	149.2934

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.1378	1	0.1378	0.0738	0.7865
WITHIN	149.2934	80	1.8662		

Table 35

Perception of Detailer Behavior

Questions	Evaluate detailer in the following areas:
D11f	Returns telephone calls
D11g	Shares information
D11h	Knowledgeable of previous communication
D11m	Responds to correspondence
D11n	Availability

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	39	3.8226	1.3569	69.9603
FEMALE	45	4.6900	1.5149	100.9719
WITHIN GROUPS	84	4.2873	1.4438	170.9322

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	15.7176	1	15.7176	7.5401	0.0074
WITHIN	170.9322	82	2.0845		

Table 36

Perception of How Well Detailer Represents Officer

Questions Evaluate detailer in the following areas:

D11i What (s)he says can be trusted.

D11j Looks out for my best interest.

D11k Listens to my problems, desires, etc.

D11l Provides useful career counseling.

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	39	3.8077	1.5684	93.4744
FEMALE	43	4.5271	1.6938	120.4961
WITHIN GROUPS	82	4.1850	1.6354	213.9705

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	10.5854	1	10.5854	3.9577	0.0501
WITHIN	213.9705	80	2.6746		

Table 37

Potential Contribution of Department Head - Weapons (E9a1)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	6.0222	1.0333	46.9778
FEMALE	39	6.2564	1.4818	83.4359
WITHIN GROUPS	84	6.1310	1.2611	130.4137

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	1.1458	1	1.1458	0.7205	0.3985
WITHIN	130.4137	82	1.5904		

Table 38

Potential Contribution of Department Head - Engineering (E91b)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	5.5111	1.4713	95.2444
FEMALE	55	6.2909	1.3006	91.3455
WITHIN GROUPS	100	5.9400	1.3798	186.5899

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	15.0501	1	15.0501	7.9046	0.0060
WITHIN	186.5899	98	1.9040		

Table 39

Potential Contribution of Department Head - Operations (E9a3)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	44	6.0455	1.0333	45.9091
FEMALE	54	6.1481	1.0345	56.8148
WITHIN GROUPS	98	6.1020	1.0354	102.7239

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.2557	1	0.2557	0.2389	0.6261
WITHIN	102.7239	96	1.0700		

Table 40

Potential Contribution of Department Head - CRUDES (E9a4)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	6.1111	1.2653	70.4444
FEMALE	37	6.2432	1.5882	90.8108
WITHIN GROUPS	82	6.1707	1.4198	161.2553

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.3545	1	0.3545	0.1759	0.6761
WITHIN	161.2553	80	2.0157		

Table 41

Potential Contribution of Department Head - AMPHIB (E9a5)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	4.6000	1.4523	92.8000
FEMALE	36	5.4167	1.5743	86.7500
WITHIN GROUPS	81	4.9630	1.5076	179.5500

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	13.3389	1	13.3389	5.8690	0.0177
WITHIN	179.5500	79	2.2728		

Table 42

Potential Contribution of Department Head - Service (E9a6)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	44	4.4545	1.2842	70.9091
FEMALE	47	5.0426	1.6905	129.9149
WITHIN GROUPS	91	4.7582	1.5021	200.8240

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	7.8573	1	7.8573	3.4822	0.0653
WITHIN	200.8240	89	2.2564		

Table 43

Potential Contribution of XO - CRUDES (E9a7)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	6.0667	1.2136	64.8000
FEMALE	37	6.4054	1.5716	88.9189
WITHIN GROUPS	82	6.2195	1.3862	153.7189

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	2.3299	1	2.3299	1.2125	0.2741
WITHIN	153.7189	80	1.9215		

Table 44

Potential Contribution of XO - NONCRUDES (E9a8)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	5.2222	1.4284	89.7778
FEMALE	48	5.9792	1.6176	122.9792
WITHIN GROUPS	93	5.6129	1.5290	212.7569

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	13.3076	1	13.3076	5.6919	0.0191
WITHIN	212.7569	91	2.3380		

Table 45

Potential Contribution of XO - NRF (E9a9)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	44	4.4773	1.3205	74.9773
FEMALE	40	5.1750	1.7815	123.7750
WITHIN GROUPS	84	4.8095	1.5569	198.7523

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	10.2001	1	10.2001	4.2083	0.0434
WITHIN	198.7523	82	2.4238		

Table 46

Potential Contribution of CO - AE (9Ea10)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	5.3111	1.4589	93.6444
FEMALE	35	5.8571	1.6828	96.2857
WITHIN GROUPS	80	5.5500	1.5604	189.9302

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	5.8698	1	5.8698	2.4106	0.1246
WITHIN	189.9302	78	2.4350		

Table 47

Potential Contribution of CO - DD (E9a11)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	43	6.4651	0.8823	32.6977
FEMALE	35	6.5429	1.4213	68.6857
WITHIN GROUPS	78	6.5000	1.1550	101.3834

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.1166	1	0.1166	0.0874	0.7683
WITHIN	101.3834	76	1.3340		

Table 48

Potential Contribution of Flag Aide Afloat (E9a12)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	43	5.2791	1.3332	74.6512
FEMALE	50	5.4600	1.6189	128.4200
WITHIN GROUPS	93	5.3763	1.4938	203.0712

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.7568	1	0.7568	0.3391	0.5618
WITHIN	203.0712	91	2.2316		

Table 49

Potential Contribution of Shore Support Unit - OIC (E9b1)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	4.7778	1.1259	55.7778
FEMALE	53	5.3208	1.1893	73.5472
WITHIN GROUPS	98	5.0714	1.1607	129.3249

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	7.1751	1	7.1751	5.3262	0.0232
WITHIN	129.3249	96	1.3471		

Table 50

Potential Contribution of Flag Aide Ashore (E9b2)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	44	5.2500	1.3316	76.2500
FEMALE	55	5.5091	1.3591	99.7455
WITHIN GROUPS	99	5.3939	1.3470	175.9955

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	1.6409	1	1.6409	0.9044	0.3440
WITHIN	175.9955	97	1.8144		

Table 51

Potential Contribution of SWOS Basic Instructor Duty (E9b3)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	4.4348	1.1861	63.3043
FEMALE	55	5.0545	1.4197	108.8364
WITHIN GROUPS	101	4.7723	1.3186	172.1407

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	9.6217	1	9.6217	5.5335	0.0206
WITHIN	172.1407	99	1.7388		

Table 52

Potential Contribution of Naval Academy Instructor Duty (E9b4)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	4.8000	1.0996	53.2000
FEMALE	55	5.0182	1.4968	120.9818
WITHIN GROUPS	100	4.9200	1.3332	174.1818

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	1.1782	1	1.1782	0.6629	0.4175
WITHIN	174.1818	98	1.7774		

Table 53

Potential Contribution of NROTC Instructor Duty (E9b5)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	4.5333	1.1794	61.2000
FEMALE	55	4.7091	1.6179	141.3455
WITHIN GROUPS	100	4.6300	1.4376	202.5455

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.7645	1	0.7645	0.3699	0.5445
WITHIN	202.5455	98	2.0668		

Table 54

Potential Contribution of OCS Instructor Duty (E9b6)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	4.1778	0.8865	34.5778
FEMALE	55	4.4364	1.5247	125.5273
WITHIN GROUPS	100	4.3200	1.2782	160.1051

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	1.6549	1	1.6549	1.0130	0.3167
WITHIN	160.1051	98	1.6337		

Table 55

Potential Contribution of Detailer Duty (E9b7)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	4.6957	1.4122	89.7391
FEMALE	55	4.8727	1.6336	144.1091
WITHIN GROUPS	101	4.7921	1.5369	233.8482

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.7854	1	0.7854	0.3325	0.5655
WITHIN	233.8482	99	2.3621		

Table 56

Potential Contribution of Washington Duty - OPNAV (E9b8)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	5.5333	1.0996	53.2000
FEMALE	55	5.7818	1.2426	83.3818
WITHIN GROUPS	100	5.6700	1.1805	136.5818

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	1.5282	1	1.5182	1.0965	0.2976
WITHIN	136.5818	98	1.3937		

Table 57

Potential Contribution of Washington Duty - NAVSEA (E9b9)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	5.1111	1.0918	52.4444
FEMALE	55	5.5818	1.1657	73.3818
WITHIN GROUPS	100	5.3700	1.1331	125.8263

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	5.4837	1	5.4837	4.2710	0.0414
WITHIN	125.8263	98	1.2839		

Table 58

Potential Contribution of Major Shore Staff Duty (E9b10)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	5.1111	1.1913	62.4444
FEMALE	55	5.4727	1.2149	79.7091
WITHIN GROUPS	100	5.3100	1.2044	142.1535

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	3.2365	1	3.2365	2.2312	0.1385
WITHIN	142.1535	98	1.4505		

Table 59

Potential Contribution of Recruiting Duty (E9b11)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	3.6739	1.0552	50.1087
FEMALE	55	3.8909	1.9877	213.3455
WITHIN GROUPS	101	3.7921	1.6313	263.4542

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	1.1795	1	1.1795	0.4432	0.5071
WITHIN	263.4542	99	2.6612		

Table 60

Potential Contribution of Training Command (Enlisted) Duty (E9b12)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	44	3.7500	0.8660	32.2500
FEMALE	55	3.9455	1.6034	138.8364
WITHIN GROUPS	99	3.8586	1.3281	171.0864

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.9338	1	0.9338	0.5295	0.4686
WITHIN	171.0864	97	1.7638		

Table 61

Potential Contribution of Naval PG School - Student (E9b13)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	5.7333	1.0090	44.8000
FEMALE	54	6.1111	1.1271	67.3333
WITHIN GROUPS	99	5.9394	1.0752	112.1333

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	3.5030	1	3.5030	3.0303	0.0849
WITHIN	112.1333	97	1.1560		

Table 62

Potential Contribution of Service College (E9b14)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	5.2444	0.8831	34.3111
FEMALE	55	6.0000	1.1386	70.0000
WITHIN GROUPS	100	5.6600	1.0317	104.3111

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	14.1289	1	14.1289	13.2741	0.0004
WITHIN	104.3111	98	1.0644		

Table 63

Potential Contribution of Overseas Staff Duty - WESTPAC (E9b15)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	5.2889	0.9914	43.2444
FEMALE	55	5.6182	1.1625	72.9818
WITHIN GROUPS	100	5.4700	1.0890	116.2263

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	2.6837	1	2.6837	2.2629	0.1357
WITHIN	116.2263	98	1.1860		

Table 64

Potential Contribution of Overseas Staff Duty - EUROPG (E9b16)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	44	5.1591	0.9387	37.8864
FEMALE	55	5.6545	1.1741	74.4364
WITHIN GROUPS	99	5.4343	1.0761	112.3227

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	6.0005	1	6.0005	5.1819	0.0250
WITHIN	112.3227	97	1.1580		

Table 65

Clear Idea of Career Path (E17)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	2.7872	1.1598	61.8723
FEMALE	55	2.1818	0.7224	28.1818
WITHIN GROUPS	102	2.4608	0.9490	90.0542

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	9.2890	1	9.2890	10.3149	0.0018
WITHIN	90.0542	100	0.9005		

Table 66

Attractiveness of SWO Career Path

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	47	4.0000	1.8415	156.0000
FEMALE	55	3.1818	1.5880	136.1818
WITHIN GROUPS	102	3.5588	1.7093	292.1818

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	16.9652	1	16.9652	5.8064	0.0178
WITHIN	292.1818	100	2.9218		

Table 67

Perception of Promotions

Questions		
	F3	My community has a higher rate of promotion for senior officers than the other Navy communities.
	F4	My community tries to take care of its own in regard to promotions.

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	3.5217	1.1400	58.4783
FEMALE	54	3.2778	1.3019	89.8333
WITHIN GROUPS	100	3.3900	1.2302	148.3116

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	1.4784	1	1.4784	0.9769	0.3254
WITHIN	148.3116	98	1.5134		

Table 68

Perceptions of the "Old Boy" Network

Questions		
	F5	It is almost essential for me to be sponsored by someone senior if I want to advance in the Navy.
	F7	My community uses an "old boy" (informal) network to keep tabs on officers for the best assignments.

Composite Results

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	4.2826	1.1909	63.8261
FEMALE	54	4.2685	1.1398	68.8565
WITHIN GROUPS	100	4.2750	1.1636	132.6826

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0049	1	0.0049	0.0036	0.9520
WITHIN	132.6826	98	1.3539		

Table 69

Perception of Importance of Visibility (F20)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	5.2391	1.3529	82.3696
FEMALE	54	5.2222	1.3827	101.3333
WITHIN GROUPS	100	5.2300	1.3691	183.7029

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0071	1	0.0071	0.0038	0.9510
WITHIN	183.7029	98	1.8745		

Table 70

Perception of Significance of Department Head Billets (F27)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	3.2174	1.6181	117.8261
FEMALE	54	3.4074	1.4078	105.0370
WITHIN GROUPS	100	3.3200	1.5080	222.8631

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.8969	1	0.8969	0.3944	0.5315
WITHIN	222.8631	98	2.2741		

Table 71

Importance of High Specialization to Making Flag Rank (F32)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	44	3.0455	0.8056	27.9091
FEMALE	52	3.0769	0.7883	31.6923
WITHIN GROUPS	96	3.0625	0.7963	59.6014

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0236	1	0.0236	0.0372	0.8474
WITHIN	59.6014	94	0.6341		

Table 72

Importance of Generalizing to Making Flag Rank (F32b)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	44	3.1818	0.9468	38.5455
FEMALE	52	3.2115	0.7232	26.6731
WITHIN GROUPS	96	3.1979	0.8330	65.2185

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0211	1	0.0211	0.0303	0.8621
WITHIN	65.2185	94	0.6938		

Table 73

Importance of Superb Performance to Making Flag Rank (F32c)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	4.7111	0.6949	21.2444
FEMALE	52	4.7500	0.5899	17.7500
WITHIN GROUPS	97	4.7320	0.6407	38.9944

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0365	1	0.0365	0.0889	0.7663
WITHIN	38.9944	95	0.4105		

Table 74

Importance of Right Contacts for Making Flag Rank (F32d)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	44	4.2273	0.7428	23.7273
FEMALE	52	4.2115	0.8004	32.6731
WITHIN GROUPS	96	4.2188	0.7746	56.4003

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0059	1	0.0059	0.0098	0.9212
WITHIN	56.4003	94	0.6000		

Table 75

Importance of "Punching the Right Tickets" to Making Flag Rank (F32e)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	4.5333	0.5477	13.2000
FEMALE	52	4.5962	0.5691	16.5192
WITHIN GROUPS	97	4.5670	0.5593	29.7192

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0952	1	0.0952	0.3043	0.5825
WITHIN	29.7192	95	0.3128		

Table 76

Perception of Importance of Postgraduate Degree to Promotion (H9)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	45	5.9778	0.9883	42.9778
FEMALE	55	5.9273	1.1841	75.7091
WITHIN GROUPS	100	5.9500	1.1005	118.6869

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.0631	1	0.0631	0.0521	0.8199
WITHIN	118.6869	98	1.2111		

Table 77

Perception of Impact of Leaving SWO Community (H11)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	3.2826	1.1308	83.3261
FEMALE	55	3.9091	1.4691	116.5455
WITHIN GROUPS	101	3.6238	1.4209	199.8715

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	9.8314	1	9.8314	4.8697	0.0296
WITHIN	199.8715	99	2.0189		

Table 78

Importance of Subspecialty to Navy Career (H12)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	5.3261	1.2121	66.1087
FEMALE	55	5.2545	1.1421	70.4364
WITHIN GROUPS	101	5.2871	1.1744	136.5451

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	0.1282	1	0.1282	0.0931	0.7611
WITHIN	136.5451	99	1.3792		

Table 79

Importance of Attending War College to Career (H15)

LABEL	CASES	MEAN	STD DEV	SUM OF SQ
MALE	46	5.2391	1.1960	64.3696
FEMALE	54	4.9074	1.3909	102.5370
WITHIN GROUPS	100	5.0600	1.3050	166.9066

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIGNIFICANCE
BETWEEN	2.7334	1	2.7334	1.6049	0.2082
WITHIN	166.9066	98	1.7031		

Summary of Results

In general, both male and female Surface Warfare Officers are satisfied with their current careers, occupations, locations and with the organization as a whole. Female Surface Warfare Officers are significantly less satisfied with the quality and quantity of liberty ports than male Surface Warfare Officers and evaluated their present tour, in terms of command, ship and duties, significantly less favorably than did the males.

The female Surface Warfare Officers responded significantly more favorably to sea duty than did their male counterparts. In addition to sea duty, the female respondents viewed shore duty, possibility of geographic changes with assignment changes and retirement benefits as

positive aspects of a naval career. Family separation, satisfaction with esprit de corps, and unaccompanied, overseas assignments were evaluated least favorably by officers of both genders.

Opportunity for rewarding assignments and enjoyment of naval service were ranked as the most important determinants for females and for males for remaining on active duty after they are eligible to retire. Desire to retire as an 0-6 was considered by female Surface Warfare Officers as least important to retention beyond the eligible retirement date. Opportunity for civilian employment was considered least important for male respondents.

Most of the female respondents were undecided regarding the decisions to make the Navy a career and to seek a designator change from the surface warfare community. There was a significant difference between the responses of males and females regarding the decision to strive for command at sea, with statistically fewer females committing to this career option than males. Indecision also dominated the decisions of female Surface Warfare Officers to seek promotions to the rank of captain and to flag rank.

Concerning the career perceptions of female Surface Warfare Officers, the female respondents viewed their career paths as unattractive and indicated that the career path was unclear beyond four years as compared with five to seven years for male Surface Warfare Officers.

There was a tendency for the genders to agree that some department head billets better prepare an officer for command than others. However, the perception of which department head billets are

more career enhancing varied with sex. Where male Surface Warfare Officers ranked operations department head as most career enhancing and chief engineer as least career enhancing, female Surface Warfare Officers viewed chief engineer as the most positive contributor to a surface warfare career and operations the least favorable. Female Surface Warfare Officers rated all sea duty assignments as favorable and rated department head on board an amphibious ship and executive officer on board an auxiliary or naval reserve force ship significantly higher than did the males. Recruiting duty was ranked by males and females as the least career enhancing shore duty assignment.

Other factors considered important to promotion opportunities for both genders included visibility, superb performance, "punching the right tickets", and having the right contacts.

CHAPTER V

CONCLUSIONS

There are many similarities between the career perceptions of male and female Surface Warfare Officers. However, there are also important differences which are cause for concern. Although these differences do not appear to impact on the present attitudes of female Surface Warfare Officers toward the Navy or alter their pride in or loyalty to the surface warfare community, these differences cause them to question the feasibility of a rewarding future as naval officers and in the surface warfare community. To this extent, the findings support the hypothesis.

As evidenced by this study, female Surface Warfare Officers are as dedicated to their careers in the Navy and to their careers as Surface Warfare Officers as their male counterparts. They are performing as well as, and often better than, the males. Eighty-three percent of the female respondents self-reported consistently top 1 percent fitness reports. The remaining 17 percent received no less than top 5 percent on every fitness report.

In general, female Surface Warfare Officers are satisfied with their present careers, with their current occupations and with the Navy as an organization and evaluate most aspects of their past and present assignments favorably.

The problem arises when female Surface Warfare Officers attempt to look forward to their futures in the surface warfare community. What they see is often confusing, unattractive and frustrating. The

career path is not clear beyond fours years ahead and this causes even greater perplexity. As one female respondent commented:

> "My major source of dissatisfaction stems from the fact that I know of no one - not my detailer, my CO or my shipmates - who knows a thing about the female SWO career path, if there even _is_ one".

Another commented that:

> "Since neither of the two ships I served on were under SURFLANT/PAC, my CO's and XO's have been submariners or pilots. Although they express interest, they have no knowledge of how the SWO progression works. Women SWO's are on their own".

This frustration is compounded by the lack of senior female Surface Warfare Officers available for role models. The most senior female surface line officer to date is a lieutenant commander. Since the beginning of the Women in Ships program in 1978, 129 female 1110's have changed their designator to 1100, General Unrestricted Line. Many of these women were the more senior female surface line officers who could have provided the much needed role model for today's junior officers. A large number of those who changed their designators did so because of the limited career opportunities.

It is evident, from the analysis of the data and from the many comments offered by female Surface Warfare Officers, that the career paths of male and female Surface Warfare Officers are neither parallel nor equal as the _Unrestricted Line Officer Career Planning Guidebook_ proclaims. There is no clear career path for female Surface Warfare Officers as evidenced by the many comments of survey participants and by the wide dispersion of responses to survey questions. The restrictions placed on women at sea do effect the way female Surface

Warfare Officers perceive their career path and limit their career options.

Women Surface Warfare Officers want to go to sea. In fact, they are even more positive about sea duty than male Surface Warfare Officers. However, there is less opportunity to do so given the restrictions placed on their careers because of their gender. The types of ships available to women often preclude the opportunity for significant at-sea experience and thus limit career opportunities for female Surface Warfare Officers. These limitations have prompted some women to consider other careers.

"I entered the Navy to be at sea, significant sea time. Since I am unable to find this, I am seriously considering resigning".

"For true job satisfaction, a broader base of ships that go to sea is needed. I am thoroughly tired of wasting away at pier after pier".

"The only reason I am considering leaving the Navy is the fact that I am a women, being restricted to so few ship types. I am envious of my male counterparts. The long working hours and deployments don't bother me, but the limited opportunities do. It's hard to stay motivated and constantly push to be the best knowing that your career path is joke."

"The so-called career path for female 111x's leads directly to a brick wall, and those with enough [fortitude] to scale that wall find themselves on a carousel of sub-standard billets. You show me any male SWO willing to spend his entire career on nothing but auxiliaries, and I'll show you a man who strives for and occasionally achieves, mediocrity."

It is not surprising, therefore, that there is uncertainty among the female surface warfare community regarding their future career opportunities including command opportunity, although the Unrestricted Line Officer Career Planning Guidebook claims there is equal

opportunity for executive officer and commanding officer assignments. The limited number of executive officer and commanding officer billets at sea further contribute to a finding that the career paths of male and female Surface Warfare Officers are separate but _not_ equal. As one respondent offered:

> "I find the limitations on female SWOs very frustrating, and they unfortunately color my feelings about staying in. I want command, but not of a tender..."

Considering that command at sea should be the goal of every Surface Warfare Officer (Siverling, 1983; Holzbach, 1979; _Unrestricted Line Officer Career Planning Guidebook_), the differences between genders in the perception of the attainability of that goal becomes significant.

Thus, female Surface Warfare Officers find themselves in a dichotomous situation. On the one hand, they are loyal, dedicated and competent Surface Warfare Officers committed to serving their country to the best of their abilities. Yet, on the other hand, they are shackled by career restrictions which limit the extent to which they can do so and thus prevent them from pursuing their careers to their fullest potential.

CHAPTER VI

RECOMMENDATIONS

Female Surface Warfare Officers represent the cream-of-the-crop of the surface community. The selection process is one which permits only the best performers to enter this challenging career. Therefore, it would behoove the Navy to address and abate the career concerns of these top performers before the realities of their limited career opportunities cause them to seek employment elsewhere.

A problem cannot be solved until it is recognized as a problem. The Navy must admit that there are career inequalities within the surface force which are gender-based and that the career paths of female Surface Warfare Officers are neither equal nor parallel. To this extent, the Unrestricted Line Officer Career Planning Guidebook must be corrected to accurately and honestly reflect the limited career path of female 111X's.

Additionally, the Navy should initiate the reevaluation of and eventual removal of the combat restrictions placed on women by Section 6015 of Title 10, U.S. Code which prohibit women from serving on combatant ships. The Canadian Navy is currently undergoing such a study. The United States Coast Guard removed all its restrictions on assignments, specialties, training, and command opportunity in 1978 (Sadler, 1983). In the civilian population, barriers are falling routinely in many other dangerous, nontraditional occupations. In every arena, women have proven to be successful and often excel. However, as long as the provisions of Section 6015 exist, women

Surface Warfare Officers in the Navy will continue to be faced with the dilemma of continuing to underutilize their abilities in a limited, often indeterminate career path or resigning from the Navy. The Navy cannot not nor should not allow this to occur.

Finally, it is recommended that further research be conducted regarding the career perceptions of female Surface Warfare Officers to identify more specific areas of concern within the female surface community.

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APPENDICES

Appendix A

DEFINITION OF TERMS

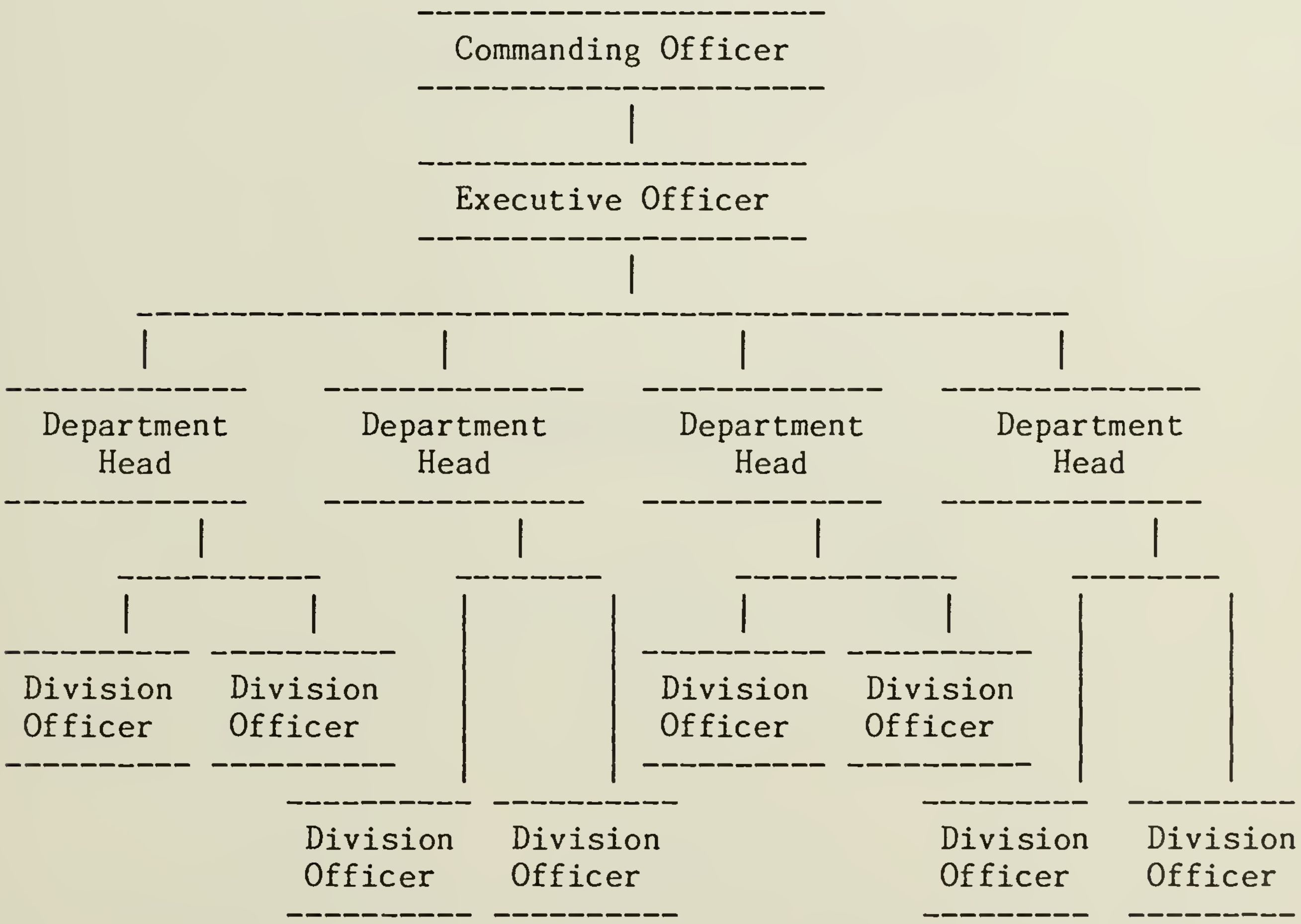
1100	General Unrestricted Line Officer; one which does not serve in any of the warfare communities.
1110	Fully qualified Surface Warfare Officer in the regular Navy (USN).
1115	Fully qualified in Surface Warfare but a member of the reserves (USNR).
1160	Surface Warfare Officer trainee, USN.
1165	Surface Warfare Officer trainee, USNR.
AD	Destroyer tender. A ship whose purpose is to repair, support and otherwise "tend" destroyers and other surface ships.
AR	Repair ship.
ARS	Salvage ship.
AS	Submarine tender. A ship whose purpose is to repair, support and otherwise "tend" submarines.
AVT	Aircraft landing trainer carrier.
Billet	Position or duties which an officer fills.
Chain of Command	Organizational hierarchial structure of a ship or shore command (Figure A-1).
CRUDESGRU	Cruiser - Destroyer Group
Designator	A code signifying an area of expertise or specialty.
Detailing	Process by which officers are assigned to duty stations.
DD	Destroyers

DOPMA	Defense Officer Personnel Management Act. Enacted in 1980 to equalize treatment of male and female commissioned officers by repealing all sections of the law which required separate appointment, promotion, accountability, and retirement. It did not repeal the combat exclusion policy of Section 6015, Title 10, U.S.C.
FITREP	Fitness Report. Periodic, written evaluation of an officer's performance.
NROTC	Naval Reserve Officer's Training Center.
Preference Card	System of communication between officer and detailer. Officer indicates duty assignment preference in terms of location, billet, type duty, etc.
Split - tour	The division of a normal tour of duty into two separate and different tours for the purpose of broadening a junior officer's experience or knowledge, for geographic co-location, etc.
Subspecialty	Area of interest or expertise developed by means of graduate education (P-code) or by repetitive shore tours/experience in a particular area.
Surface Warfare Officer	An officer who is qualified in the surface warfare specialty, who mans the ships of the Navy and whose goal is to command those ships. For the purpose of this paper, includes Surface Warfare Officer trainees. Abbreviated at times as "SWO".
Tactical Action Officer	TAO. An officer in charge of the tactical combat scenario and to whom weapons release authority may be granted by the commanding officer. Also called an "evaluator".

Z-Gram	Familiar term for a policy statement issued by Admiral Elmo Zumalt, Jr. during his term as Chief of Naval Operations.

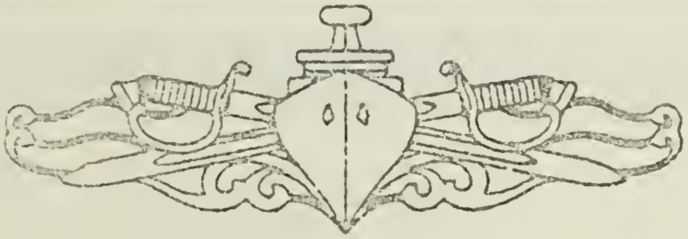
Figure A-1

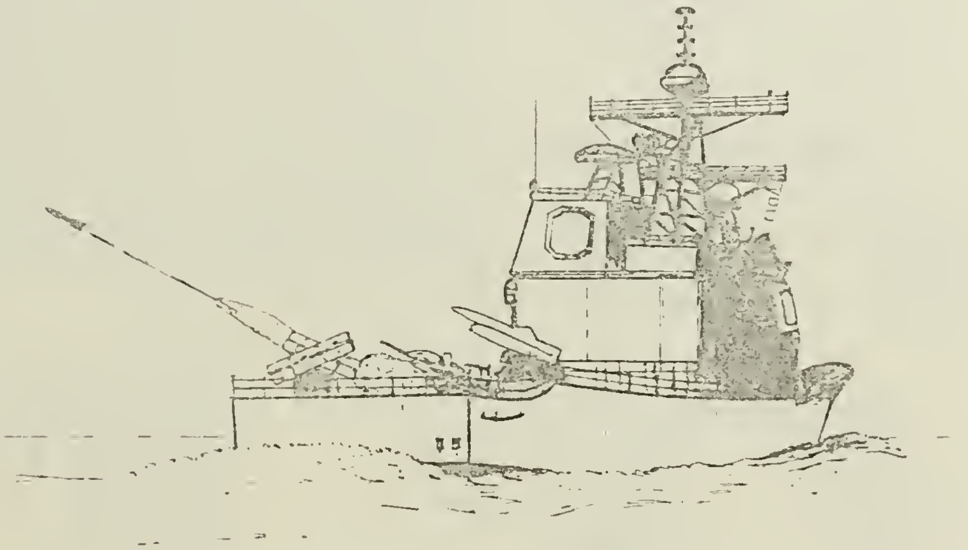
Shipboard Chain of Command



APPENDIX B

SURFACE WARFARE OFFICER CAREER QUESTIONNAIRE





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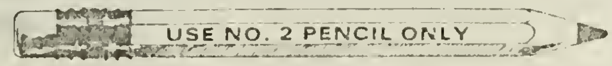
OFFICER CAREER QUESTIONNAIRE

MARKING INSTRUCTIONS



- Use a No. 2 black lead pencil only.
- Read each question carefully. Make a HEAVY BLACK MARK that FILLS THE CIRCLE representing your answer.
- Please do not make stray marks of any kind.

INCORRECT MARKS: ø ✓ ⊙ ⊛

CORRECT MARK: ○ ● ○ ○

PRIVACY ACT NOTICE

Under the authority of 5 USC 301. information regarding your background. attitudes, experiences, and future intentions in the Navy is requested to provide input to a series of studies on officer career processes and retention. The information provided by you will not become part of your official record. nor will it be used to make decisions about you which will affect your career in any way. It will be used by the Navy Personnel Research and Development Center for statistical purposes only. You are not required to provide this information. There will be no adverse consequences should you elect not to provide the requested information or any part of it. Return of the questionnaire constitutes acknowledgement of these Privacy Act provisions.

A. BACKGROUND INFORMATION

1. Social Security No.:

Print your Social Security No. in the boxes provided. Then fill in the appropriate bubble below each number.

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

2. Current designator:

1			
⓪	⓪	⓪	⓪
●	①	①	①
	②	②	②
	③	③	③
	④	④	④
	⑤	⑤	⑤
	⑥	⑥	⑥
	⑦	⑦	⑦
	⑧	⑧	⑧
	⑨	⑨	⑨

3. Grade:

○ 0-1
○ 0-2
○ 0-3
○ 0-4
○ 0-5
○ 0-6
○ 0-7

4. Sex:

○ Male ○ Female

5. Family status:

○ Single
○ Single parent
○ Married, without children
○ Married, with children
○ Separated/Divorced
○ Other

6. Date questionnaire completed:

○ May 86
○ June 86
○ July 86
○ Aug 86
○ Sept 86
○ Oct 86

7. Year awarded warfare device.

○ 86
○ 84-85
○ 82-83
○ 80-81
○ 78-79
○ 76-77
○ 74-75
○ 72-73
○ Before 1972
○ Not applicable

8. Please indicate whether or not you have obtained each of the following qualifications.

	YES	NO
a. Division Officer	○	○
b. Department Head	○	○
c. OOD	○	○
d. EOOW	○	○
e. Weapons Control	○	○
f. Evaluator/TAO	○	○
g. XO Afloat (LCDR and above)	○	○
h. Qual-Surface Ship Command	○	○
i. Surface Nuclear Power	○	○
j. Other	○	○

B. INFORMATION USE

1. In reference to your present assignment, evaluate each of the following 14 sources of information according to how much you use them, how accurate, honest, and available they are in providing you with career planning information and guidance, and how much influence each source exerts on your career decisions. Respond using the scale below.

①	②	③	④	⑤	⑥	⑦	⓪
Very Low			Moderate			Very High	Not Applicable

INFORMATION SOURCE	USE	ACCURACY	HONESTY	AVAILABILITY	INFLUENCE
a. CO/ISIC	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
b. XO	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
c. Department Head	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
d. Other senior officers in my community	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
e. Senior officers outside my community	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
f. Peers	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
g. Detailers	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
h. "Perspective"	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
i. "URL Officer Career Planning Handbook"	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
j. "Commanding Officer's Addendum"	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
k. "Officer Billet Summary"	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
l. Navy Times	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
m. Public media	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪
n. Publications put out only for my community	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪	① ② ③ ④ ⑤ ⑥ ⑦ ⓪

C. PRESENT ASSIGNMENT

1. My present tour is:

○ Sea ○ Shore

2. When did you detach from your last assignment?

- ○ Less than 1 month ago.
- ○ 1 month, but less than 3 months ago.
- ○ 3 months, but less than 6 months ago.
- ○ 6 months, but less than 9 months ago.
- ○ 9 months, but less than 1 year ago.
- ○ 1 year or more ago.
- ○ No reassignment.

3. My PRD is:

- ○ Less than 1 month from now.
- ○ 1 month, but less than 3 months from now.
- ○ 3 months, but less than 6 months from now.
- ○ 6 months, but less than 9 months from now.
- ○ 9 months, but less than 1 year from now.
- ○ 1 year or more from now.
- ○ Don't know.

4. What is your evaluation of the following aspects of your present job and related duties? Mark one response for each item.

	1	2	3	4	5	6	7
	Very Negative			Neutral			Very Positive
a. Challenge	①	②	③	④	⑤	⑥	⑦
b. Separation from family/friends	①	②	③	④	⑤	⑥	⑦
c. Use of skills & abilities	①	②	③	④	⑤	⑥	⑦
d. Working environment	①	②	③	④	⑤	⑥	⑦
e. Hours of work required	①	②	③	④	⑤	⑥	⑦
f. Work pressure	①	②	③	④	⑤	⑥	⑦
g. Interesting duties	①	②	③	④	⑤	⑥	⑦
h. Ability to plan and schedule activities	①	②	③	④	⑤	⑥	⑦
i. Adventure	①	②	③	④	⑤	⑥	⑦
j. Sense of accomplishment	①	②	③	④	⑤	⑥	⑦
k. Opportunity to grow professionally	①	②	③	④	⑤	⑥	⑦
l. Doing something important	①	②	③	④	⑤	⑥	⑦

Overall, how do you evaluate this tour in terms of:

	Highly Unfavorable	Unfavorable	Neutral	Favorable	Highly Favorable	Not Applicable
a. Ship/Command	○	○	○	○	○	○
b. Type duties	○	○	○	○	○	○
c. Relationship with CO	○	○	○	○	○	○
d. Superiors	○	○	○	○	○	○
e. Immediate subordinates	○	○	○	○	○	○
f. Wardroom/peers	○	○	○	○	○	○

D. ASSIGNMENT PROCESS

1. How many months prior to your PRD to your current assignment did you submit a new preference card?

○ 1 to 2 months ○ 5 to 6 months ○ 9 to 10 months ○ More than a year before PRD
○ 3 to 4 months ○ 7 to 8 months ○ 11 to 12 months ○ None submitted

2. When I completed my most recent preference card I:

① Put down choices I personally wanted, regardless of how they might affect my Navy career.
② Put down primarily what I wanted, but tempered them a little with what I thought would help my Navy career.
③ Put down choices which I wanted, and I felt the Navy would want me to have, because Navy requirements and my interests are alik
④ Put down choices which I thought would help my Navy career, but tempered with my personal desires.
⑤ Put down choices which I thought would help my Navy career even though they weren't personally desirable.
⑥ Did not complete one.

3. Assess the acceptability of your current assignment in comparison with what was expressed on your preference card:

	1 Very Poor	2	3	4 Neutral	5	6	7 Very Good	8 Preference Card Not Sent
a. Location	○	○	○	○	○	○	○	○
b. Type Billet	○	○	○	○	○	○	○	○
c. Type Activity	○	○	○	○	○	○	○	○

4. During my most recent transfer, I was promised one type of duty or duty station location; however, it was changed in the orders I received before I transferred.

○ No ○ Yes ○ No previous reassignment

5. With respect to your most recent transfer, did your detailer inform you that orders were being forwarded, but they were not received in a timely fashion?

○ No ○ Yes ○ No previous reassignment

6. Have you submitted a new preference card during your current assignment?

○ No ○ Yes

7. When did you begin the following activities in regard to your last reassignment? (Use the following scale to respond to items a through h).

1. Systematically throughout my tour
2. More than 14 months before my PRD
3. 11 to 14 months before my PRD
4. 7 to 10 months before my PRD
5. 3 to 6 months before my PRD
6. Within 3 months before my PRD
7. I didn't do this
8. Not applicable

a. Contacting your detailer	○	○	○	○	○	○	○	○
b. Specifically seeking the advice of a senior officer	○	○	○	○	○	○	○	○
c. Specifically seeking the advice of a peer	○	○	○	○	○	○	○	○
d. Discussing possible assignments with my spouse/family	○	○	○	○	○	○	○	○
e. Considering choices of location	○	○	○	○	○	○	○	○
f. Considering choices of types of billets	○	○	○	○	○	○	○	○
g. Considering choices of types of duty	○	○	○	○	○	○	○	○
h. Contacting a placement officer	○	○	○	○	○	○	○	○

8. What individual(s) did you use to intervene on your behalf to obtain the assignment you wanted during your last reassignment?

If you had no previous assignment or used no one to intervene on your behalf,

please mark here ——→ ○ No previous assignment ○ No one and go to Question 9.

	Used Individual	Did Not Use Individual
a. My CO/XO/ISIC	○	○
b. CO/ISIC of the billet I wanted	○	○
c. A senior officer in my direct chain of command from my previous assignment	○	○
d. A senior officer from the command of my desired assignment	○	○
e. A senior officer from my command but not in the chain of command of either assignment	○	○
f. A senior officer from outside my community	○	○
g. Other	○	○

9. Which one of the following statements best describes your experience in obtaining your current assignment?

⓪ Haven't been through reassignment.
① Tended to run smoothly – my detailer located an acceptable billet relatively quickly.
② Tended to run smoothly, but there was a certain amount of uncertainty and discussion with my detailer along the way.
③ Tended to be a very difficult, unhappy experience. However, I eventually received a satisfactory or acceptable assignment.
④ Tended to be a frustrating, anxiety-producing experience. Only through the intervention of senior officers or extreme effort did I have any influence on the assignment I received.
⑤ Tended to be a completely hopeless situation. No amount of effort on my part or by others was successful in influencing the system.

0. How effective do you feel each of the following methods are for interacting with your detailer?

	Very Ineffective	Ineffective	So-So	Effective	Very Effective
a. Preference Card	○	○	○	○	○
b. Letter	○	○	○	○	○
c. Telephone	○	○	○	○	○
d. Personal visit	○	○	○	○	○
e. Detailer field trip	○	○	○	○	○

11. If you have formed an opinion of your current detailer, evaluate your detailer in the below areas. If not, please evaluate your former detaile

	1	2	3	4	5	6	7	8
	Very Negative			Neutral			Very Positive	Don't Know
a. Knowledge of current policy trends.	○	○	○	○	○	○	○	○
b. Knowledge of which billets are available.	○	○	○	○	○	○	○	○
c. Knowledge of requirements and duties of available billets.	○	○	○	○	○	○	○	○
d. Knowledge of my career development needs..	○	○	○	○	○	○	○	○
e. Knowledge of my personal desires.	○	○	○	○	○	○	○	○
f. Returns telephone calls.	○	○	○	○	○	○	○	○
g. Shares information.	○	○	○	○	○	○	○	○
h. Knowledgeable of previous communications. . .	○	○	○	○	○	○	○	○
i. What (s)he says can be trusted.	○	○	○	○	○	○	○	○
j. Looks out for my best interests.	○	○	○	○	○	○	○	○
k. Listens to my problems, desires, needs, etc.	○	○	○	○	○	○	○	○
l. Provides useful career counseling.	○	○	○	○	○	○	○	○
m. Responds to correspondence.	○	○	○	○	○	○	○	○
n. Availability..	○	○	○	○	○	○	○	○
o. Provides useful career counseling on "tickets to be punched"..	○	○	○	○	○	○	○	○
p. Provides useful career counseling on "right contacts" to make.	○	○	○	○	○	○	○	○

12. Which detailer did you evaluate?

○ Current detailer ○ Former detailer

13. How many times have you spoken to your current detailer?

○ 0
○ 1
○ 2
○ 3
○ 4
○ 5
○ 6
○ 7 or more times

14. If you have attended a detailer field trip meeting in the last two years, to what extant:

	1	2	3	4	5	6	7	8
	Very Little			Some			Very Great	Not Attended
a. Did it provide clarification of assignment policies and practices?	○	○	○	○	○	○	○	○
b. Did it give you an appreciation of officer career paths and alternatives?	○	○	○	○	○	○	○	○
c. Did it resolve some assignment problems you had?	○	○	○	○	○	○	○	○
d. Was it conducted in an open and honest manner?	○	○	○	○	○	○	○	○
e. Was it a useful and beneficial meeting?	○	○	○	○	○	○	○	○

15. I cannot depend upon the detailing system to find a job that I want.

Strongly Disagree			Neutral			Strongly Agree
○	○	○	○	○	○	○

16. Please indicate your degree of agreement with the below statements. Use the provided scale in answering the statements about the detailer who assigned you to your current command.

	1	2	3	4	5	6	7	8
	Strongly Disagree			Neutral			Strongly Agree	Not Assigned
a. I was favorably impressed with the way my detailer handled our interactions.	○	○	○	○	○	○	○	○
b. My detailer tended to have a closed mind, and thus I could not influence him/her.	○	○	○	○	○	○	○	○
c. My detailer made a sincere effort to meet my needs or to explain why he/she couldn't. . . .	○	○	○	○	○	○	○	○
d. The detailer located for me the best billet that he/she could, given the circumstances.	○	○	○	○	○	○	○	○

7. If you were disappointed with the assignment you received, indicate your degree of agreement with the below statements. If you were not disappointed, please mark here ——▸ ○
and go on to the next page.

	1	2	3	4	5	6	7	8
	Strongly Disagree			Neutral			Strongly Agree	Not Assigned
a. My detailer conveyed the news of my new assignment in a callous fashion.	○	○	○	○	○	○	○	○
b. My detailer attempted to explain why the assignment was made.	○	○	○	○	○	○	○	○

E. DECISION PROCESS

1. How many more years do you plan to remain on active duty?

○ ○ ○ ○ ○ ○ ○ ○ ○ ○
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

2. Do you feel that the Navy wants you to continue your career as an active duty naval officer?

Definitely Not			Don't Know			Definitely Does
○	○	○	○	○	○	○

3. When you are (or "should be") completing your Officer Preference Card, do you have a good idea of available billets for which you would be fully competitive?

Definitely Do Not			Somewhat			Definitely Do
○	○	○	○	○	○	○

4. Do you feel the billets you have received reflected your experience and past performance?

Definitely Do Not			Somewhat			Definitely Do
○	○	○	○	○	○	○

5. What is your evaluation of the following aspects of a Navy career?

	1	2	3	4	5	6
	Very Negative			Neutral		
a. Continuity of detailers.	○	○	○	○	○	○
b. Assignments received	○	○	○	○	○	○
c. Change of assignments at 2-3 year intervals	○	○	○	○	○	○
d. Possibility of change of geographic location with assignment changes	○	○	○	○	○	○
e. Sea duty	○	○	○	○	○	○
f. Shore duty.	○	○	○	○	○	○
g. Overseas assignments, accompanied. . . .	○	○	○	○	○	○
h. Overseas assignments, unaccompanied . .	○	○	○	○	○	○
i. Commissary and exchange benefits	○	○	○	○	○	○

6. If you were to seek civilian employment, how prepared are you to do so?

Essentially Unprepared			Neither Prepared nor Unprepared			Essentially Prepared
○	○	○	○	○	○	○

7. Please indicate the relative opportunity of obtaining each of the following characteristics in the Navy versus your expectations of obtaining them in a civilian career if you left the Navy.

	Civilian				Navy		
	Substantially Better	Much Better	Better	Comparable	Better	Much Better	Substantially Better
a. Interesting and challenging work	○	○	○	○	○	○	○
b. Ability to plan work	○	○	○	○	○	○	○
c. Work hours	○	○	○	○	○	○	○
d. Minimal work stress	○	○	○	○	○	○	○
e. Freedom from hassle	○	○	○	○	○	○	○
f. Own initiative	○	○	○	○	○	○	○
g. Pay and allowances	○	○	○	○	○	○	○
h. Health benefits/care	○	○	○	○	○	○	○
i. Job security	○	○	○	○	○	○	○
j. Family stability	○	○	○	○	○	○	○
k. Desirable place to live	○	○	○	○	○	○	○
l. Desirable co-workers	○	○	○	○	○	○	○
m. Recognition	○	○	○	○	○	○	○
n. Responsibility	○	○	○	○	○	○	○
o. Chance for spouse to develop own interests	○	○	○	○	○	○	○
p. Quality of superiors	○	○	○	○	○	○	○
q. Retirement program	○	○	○	○	○	○	○
r. Variety of assignments	○	○	○	○	○	○	○
s. Educational opportunities	○	○	○	○	○	○	○
t. Promotional opportunities	○	○	○	○	○	○	○
u. Social relationships	○	○	○	○	○	○	○
v. Amount of crisis management	○	○	○	○	○	○	○

8. Indicate what your decision was, if one has been made, for the following career options.

I have decided to:	No	Undecided	Yes
a. Complete SWO PQS	○	○	○
b. Request Dept. Head School	○	○	○
c. Request PG School	○	○	○
d. Make the Navy a career	○	○	○
e. Seek a designator change from SWO	○	○	○
f. Complete EOOW Qual.	○	○	○
g. Complete qualification for Command	○	○	○
h. Obtain a proven Subspecialty	○	○	○
i. Request Staff or War College	○	○	○
j. Remain geographically stable	○	○	○
k. Accept a Washington headqtrs staff assignment	○	○	○
l. Prepare for a career outside of the Navy	○	○	○
m. Remain in the Navy beyond eligible retirement date	○	○	○
n. Strive for Command at sea	○	○	○
o. Strive for CAPT	○	○	○
p. Strive for flag rank	○	○	○
q. Seek a designator change to Material Professional	○	○	○

9. Please use your personal impressions to rate EVERY assignment below on its potential contribution to a SWO career (your community and designator).

a. SEA ASSIGNMENTS	Strongly Negative	[illegible]			[illegible]	[illegible] Positive	[illegible]
1. Department Head (DH)-Weapons	○	○	○	○	○	○	○
2. DH-Engineering	○	○	○	○	○	○	○
3. DH-OPS	○	○	○	○	○	○	○
4. DH-CRUDES	○	○	○	○	○	○	○
5. DH-AMPHIB	○	○	○	○	○	○	○
6. DH-SERVICE	○	○	○	○	○	○	○
7. XO-CRUDES	○	○	○	○	○	○	○
8. XO-Non CRUDES	○	○	○	○	○	○	○
9. XO-NRF	○	○	○	○	○	○	○
10. CO-AE	○	○	○	○	○	○	○
11. CO-DD	○	○	○	○	○	○	○
12. Flag Aide	○	○	○	○	○	○	○
b. SHORE ASSIGNMENTS							
1. Shore Support Unit (OIC)	○	○	○	○	○	○	○
2. Flag Aide	○	○	○	○	○	○	○
3. SWOS-Basic Instructor	○	○	○	○	○	○	○
4. Naval Academy Instructor	○	○	○	○	○	○	○
5. NROTC Instructor	○	○	○	○	○	○	○
6. OCS Instructor	○	○	○	○	○	○	○
7. Detailer	○	○	○	○	○	○	○
8. Washington Tour-OPNAV	○	○	○	○	○	○	○
9. Washington Tour-NAV SEA	○	○	○	○	○	○	○
10. Major Shore Staff	○	○	○	○	○	○	○
11. Recruiting	○	○	○	○	○	○	○
12. Training Command (Enlisted)	○	○	○	○	○	○	○
13. Navy PG School Student	○	○	○	○	○	○	○
14. Service College	○	○	○	○	○	○	○
15. Overseas Staff-WESTPAC	○	○	○	○	○	○	○
16. Overseas Staff-EUROPG	○	○	○	○	○	○	○

10. How important are each of the following in determining whether you will remain on active duty after you become eligible to retire after 20 years?

	Not Important		Somewhat Important		[illegible]
a. Opportunity for flag rank	○	○	○	○	○
b. Opportunity for major command	○	○	○	○	○
c. Desire to retire as 0-6	○	○	○	○	○
d. Opportunity for rewarding assignments	○	○	○	○	○
e. Enjoyment of naval service	○	○	○	○	○
f. Opportunities for civilian employment	○	○	○	○	○
g. Financial benefits	○	○	○	○	○

11. Please indicate how IMPORTANT each of the following areas are to remaining in the Navy.

	1 Not At All Important	2	3 Neutral	4	5 Extremely Important	6 Not Applicable
a. Number of cruise liberty ports	○	○	○	○	○	○
b. Quality of liberty ports	○	○	○	○	○	○
c. Command duties	○	○	○	○	○	○
d. Family separation	○	○	○	○	○	○
e. Retirement benefits	○	○	○	○	○	○
f. Geographical stability	○	○	○	○	○	○
g. Basic salary	○	○	○	○	○	○
h. Esprit de corps	○	○	○	○	○	○
i. Recognition for accomplishments	○	○	○	○	○	○
j. Status of the SWO community in the Navy	○	○	○	○	○	○

12. Now, please indicate how SATISFIED you are with the same areas.

	1 Very Dissatisfied	2	3 Neutral	4	5 Very Satisfied	6 Not Applicable
a. Number of cruise liberty ports	○	○	○	○	○	○
b. Quality of liberty ports	○	○	○	○	○	○
c. Command duties	○	○	○	○	○	○
d. Family separation	○	○	○	○	○	○
e. Retirement benefits	○	○	○	○	○	○
f. Geographical stability	○	○	○	○	○	○
g. Basic salary	○	○	○	○	○	○
h. Esprit de corps	○	○	○	○	○	○
i. Recognition for accomplishments	○	○	○	○	○	○
j. Status of the SWO community in the Navy	○	○	○	○	○	○

	To No Extent	To A Little Extent	To Some Extent	To A Considerable Extent	To A Very Great Extent
13. To what extent do you think about leaving the Navy prior to retirement?	○	○	○	○	○
14. Taking everything into consideration, to what extent will you make a genuine effort to search for employment outside the Navy, within the next year?	○	○	○	○	○
15. If they had to do it over again, to what extent do you think most of your ex-Navy (now civilian) friends would choose to leave the Navy prior to their retirement?	○	○	○	○	○

16. In general, how satisfied do you think your friends are who have left the Navy for a civilian career?

- ○ Very satisfied
- ○ Satisfied
- ○ Neither satisfied nor dissatisfied
- ○ Dissatisfied
- ○ Very dissatisfied

17. Looking at a SWO career, for approximately how many years from now do you have a relatively clear idea of what your career path (billets, promotions, etc.) will be?

- ○ Less than 1 year
- ○ 1 to 4 years
- ○ 5 to 8 years
- ○ 9 to 12 years
- ○ 13 to 16 years
- ○ 17 to 20 years
- ○ More than 20 years

18. How attractive does the SWO career path appear to you?

Very Unattractive			Neutral			Very Attractive
○	○	○	○	○	○	○

19. If notified in advance how would an overtour of up to six months be received by you?

Very Negatively			Neutral		Very Positively	Don't Know
○	○	○	○	○	○	○

20. If you are resigning from the Navy, do you plan to join the naval reserve?

○ No ○ Uncertain ○ Yes ○ Not applicable

21. If you are planning to resign from the Navy (or have submitted your letter of resignation) do you have a civilian job waiting?

○ No ○ Uncertain ○ Yes ○ Not applicable

22. Which of the following best describes the type of job you will have in civilian life?

- ○ Government
- ○ Education
- ○ Business
- ○ Professional
- ○ Other
- ○ Uncertain
- ○ Not applicable

F. CAREER MANAGEMENT

1. On the scale below, check the statement which most applies to you.

- ○ I am a surface warfare specialist.
- ○ I am primarily a surface warfare specialist and secondarily a Navy officer.
- ○ I am an equal balance of both.
- ○ I am primarily a Navy officer and secondarily a surface warfare specialist.
- ○ I am a Navy officer.
- ○ Other

Using surface warfare as your community, please respond to the below items.

	1 Strongly Disagree	2	3	4 Uncertain	5	6	7 Strongly Agree
2. My community has some programs to help me with my career which are different from other Navy communities such as aviation..	①	②	③	④	⑤	⑥	⑦
3. My community has a higher rate of promotion for senior officers than the other Navy communities.	①	②	③	④	⑤	⑥	⑦
4. My community tries to take care of its own in regard to promotions.	①	②	③	④	⑤	⑥	⑦
5. It is almost essential for me to be sponsored by someone senior if I want to advance in the Navy.	①	②	③	④	⑤	⑥	⑦
6. Officers in communities other than mine get the billets which contribute most to their Navy careers..	①	②	③	④	⑤	⑥	⑦
7. My community uses an "old boy" (informal) network to keep tabs on officers for the best assignments.	①	②	③	④	⑤	⑥	⑦
8. It is important to have someone available with whom I am comfortable and trust to discuss my career.	①	②	③	④	⑤	⑥	⑦
9. My senior officers interact with me frequently.	①	②	③	④	⑤	⑥	⑦
10. I use senior officers as role models when I make career decisions.	①	②	③	④	⑤	⑥	⑦
11. I have been counseled on how the Navy's career system works for members of my community.	①	②	③	④	⑤	⑥	⑦
12. I have been counseled about the "right" contacts to make to help further my Navy career.	①	②	③	④	⑤	⑥	⑦
13. I have been counseled on the Navy's career opportunities outside of my community.	①	②	③	④	⑤	⑥	⑦
14. I have been counseled on the "blind alleys" which might kill my Navy career.	①	②	③	④	⑤	⑥	⑦
15. I have been counseled on the "tickets" which have to be punched so that I can reach my career goals in the Navy.	①	②	③	④	⑤	⑥	⑦
16. I have had good counsel on the Navy's norms and values for officers..	①	②	③	④	⑤	⑥	⑦
17. I have a close, personal relationship with a considerably more senior officer who serves as a mentor for my career.	①	②	③	④	⑤	⑥	⑦
18. I have counseled a more junior officer in career-related matters.	①	②	③	④	⑤	⑥	⑦
19. Officers need a special career counseling system for them.	①	②	③	④	⑤	⑥	⑦
20. Visibility is very important at this stage in my Navy career.	①	②	③	④	⑤	⑥	⑦
21. Increased emphasis on department head specialization will increase department readiness.	①	②	③	④	⑤	⑥	⑦
22. The increasing demands being placed on officers are reaching undesirable proportions.	①	②	③	④	⑤	⑥	⑦
23. More emphasis should be placed on developing the technical competence of division heads rather than department heads..	①	②	③	④	⑤	⑥	⑦
24. Increased specialization will result in officers who are less prepared to deal with problems they will face as an XO/CO.	①	②	③	④	⑤	⑥	⑦
25. Rotating division officers should help these officers become better department heads.	①	②	③	④	⑤	⑥	⑦
26. Most officers are technically well prepared, it is the non-technical factors that differentiate the good from bad performer.	①	②	③	④	⑤	⑥	⑦
27. No department head job is better than another in preparing an officer to be CO..	①	②	③	④	⑤	⑥	⑦
28. Most department heads are technically well prepared; the problem for most officers is in the transition from technical expert (division officer) to manager (department head)..	①	②	③	④	⑤	⑥	⑦

29. Recent revisions in the SWO career path were introduced to increase an officers' technical competence and experience base, especially at the department head level. Which of the following best summarizes your opinion of these changes?

- ○ The SWO career changes are a step in the right direction. We need more emphasis on specialization.
- ○ The SWO career changes have produced the right balance between a specialist and generalist orientation.
- ○ The SWO career changes represent a setback. SWOs should be generalists and not specialists.

30. Which of the following best reflects your opinion of how the new SWO career will impact on fleet performance/readiness?

- ○ Fleet readiness will be greatly improved.
- ○ Fleet readiness will be somewhat improved.
- ○ Fleet readiness will not be effected.
- ○ Fleet readiness will be somewhat reduced.
- ○ Fleet readiness will be greatly reduced.

31. In comparison with other communities, officers in my community make flag rank:

Very Infrequently			At the same rate			Very Frequently
①	②	③	④	⑤	⑥	⑦

32. Rate the importance of each of the following, within your community, for making flag rank.

	Of No Importance	Of Little Importance	Of Moderate Importance	[illegible]	[illegible]
a. High Specialization	①	②	③	④	⑤
b. Generalist (not overspecialized)	①	②	③	④	⑤
c. Superb performance	①	②	③	④	⑤
d. Have right contacts	①	②	③	④	⑤
e. Have punched the right tickets	①	②	③	④	⑤

G. CAREER AND MARITAL STATUS

Married officers are to complete Part A. Married and single officers are to complete Part B.

PART A. MARRIED OFFICERS

Please indicate your degree of agreement with the below statements which relate to the family's impact on your career.

	1 Strongly Disagree	2	3	4 Neutral	5	6	7 Strongly Agree	8 NA
1. My spouse's career limits considerably the options available in my career decisions.	○	○	○	○	○	○	○	○
2. At the present time, my career is more important to me than my spouse's career.	○	○	○	○	○	○	○	○
3. Family separation, because of deployment, makes my Navy career less attractive.	○	○	○	○	○	○	○	○
4. Family separation, because of in-port working hours, is a problem.	○	○	○	○	○	○	○	○
5. I feel that my detailer will make an honest effort to co-locate my spouse and me.	○	○	○	○	○	○	○	○
6. I have cut back on my career involvement in order to meet the needs of my spouse and/or children.	○	○	○	○	○	○	○	○
7. Counseling should be available to married couples to help them reduce the stress associated with dual career marriages.	○	○	○	○	○	○	○	○
8. Better support services (e.g., spouse employment information about a new community, and/or help in planning and coping with transfer) should be provided for transferring couples.	○	○	○	○	○	○	○	○

9. How is your spouse primarily employed? (Choose best response)

○ Full-time homemaker
○ Secretary/clerical
○ Teacher
○ Professional
○ Engineer
○ Business/finance
○ Navy officer
○ Navy enlisted
○ Other military
○ Other

10. How involved was your spouse when you made decisions during your last reassignment (completing the Preference Card, for example)?

I defer to spouse's wishes			Equal Participation			I decide alone	NA
①	②	③	④	⑤	⑥	⑦	⑧

11. How involved is your spouse when you are making major career decisions such as staying in the Navy, choosing a second career, retiring, etc?

I defer to spouse's wishes			Equal Participation			I decide alone	NA
①	②	③	④	⑤	⑥	⑦	⑧

12. How do you think your spouse feels toward your Navy career?

① Completely opposed
② Moderately opposed
③ Neutral
④ Moderately supportive
⑤ Completely supportive

13. Rate the below items with regard to the extent of their impact on your most recent PCS move.

	To No Extent	To A Little Extent	To Some Extent	To A Considerable Extent	To A Very Great Extent
a. My spouse's employment	○	○	○	○	○
b. Disruptions in children's schooling	○	○	○	○	○
c. My out-of-pocket expenses	○	○	○	○	○
d. Disruptions in social relations	○	○	○	○	○
e. The moving process itself	○	○	○	○	○
f. My unavailability to help the family (en route training, for example)	○	○	○	○	○
g. Obtaining child care	○	○	○	○	○

PART B. MARRIED AND SINGLE OFFICERS

Please indicate your degree of agreement with the below statements which relate to marital status and its impact on your career.

	1 Strongly Disagree	2	3	4 Uncertain	5	6	7 Strongly Agree
1. Single officers work the same number of hours as married personnel.	①	②	③	④	⑤	⑥	⑦
2. Single officers are unable to obtain assignment to a desired geographic location, because all available billets have been filled in support of spouse co-location.	①	②	③	④	⑤	⑥	⑦
3. Marital status should be taken into consideration in the assignment process.	①	②	③	④	⑤	⑥	⑦
4. I believe there is a disparity in entitlements/allowances between married and single personnel.	①	②	③	④	⑤	⑥	⑦
5. There is too much concern for the family, particularly children, and too little for issues concerned with the single officer, such as recreation/entertainment.	①	②	③	④	⑤	⑥	⑦
6. The Navy treats its single personnel as fairly as it does its married personnel.	①	②	③	④	⑤	⑥	⑦

H. EDUCATION, TRAINING AND PROFESSIONAL DEVELOPMEN

Please indicate your level of agreement to the below items. In evaluating the first four items, consider ASW, CIC, etc. as technical schools and LMET, etc. as non-technical ones. Omit consideration of major professional schools such as NPGS or War College.

	1 Strongly Disagree	2	3	4 Neutral	5	6	7 Strongly Agree	8 N/A
1. Navy school(s) that I completed during my most recent transfer or present assignment were valuable to me in performing my job (mark "8" if none completed).	○	○	○	○	○	○	○	○
2. The Navy has provided me with adequate training in the general (managerial) aspects of how to perform as a naval officer.	○	○	○	○	○	○	○	○
3. I believe that non-technical schools improve my ability to do my job.	○	○	○	○	○	○	○	○
4. Technical schools will increase my promotion opportunities much more than non-technical service schools.	○	○	○	○	○	○	○	○
5. An officer must serve as the head of a major department before selection for assignment as an executive officer afloat.	○	○	○	○	○	○	○	○
6. If an URL officer (116X) does not qualify within 24 months of shipboard duty, this may result in reassignment to shore duty and a designator change to 110X.	○	○	○	○	○	○	○	○
7. My ship has a planned program for rotating junior officers through several departments during their first sea tour. (Mark "8" if on shore duty).	○	○	○	○	○	○	○	○
8. I have been encouraged by many of my seniors (CO, XO, department head, etc.) to pursue a graduate education.	○	○	○	○	○	○	○	○
9. Obtaining a postgraduate degree will strengthen my chances for promotion.	○	○	○	○	○	○	○	○
10. I would rather receive a postgraduate degree from a civilian institution than NPGS.	○	○	○	○	○	○	○	○
11. If I leave my warfare specialty area for any reason, including attendance at NPGS, my Navy career will suffer.	○	○	○	○	○	○	○	○
12. The development of a subspecialty is important for my Navy career.	○	○	○	○	○	○	○	○
13. The development of a subspecialty is important for my career beyond the Navy.	○	○	○	○	○	○	○	○
14. More emphasis should be placed on developing an officer's leadership abilities rather than general managerial skills.	○	○	○	○	○	○	○	○
15. Attending one of the war colleges is important for my Navy career.	○	○	○	○	○	○	○	○
16. High performing officers (0-5) are being encouraged by seniors to pursue the Material Professional career path.	○	○	○	○	○	○	○	○
17. High performing officers (0-4) are being encouraged by seniors to pursue the Material Professional career path.	○	○	○	○	○	○	○	○
18. The assignment of an officer on sea duty as a division officer, may be a collateral duty.	○	○	○	○	○	○	○	○

I. CAREER ATTITUDES

1. Career Intention: The following item concerns the intensity of your desire to continue your career as a Navy officer at least until you are eligible for retirement. Areas on the scale are described, both verbally and in terms of probability, to provide meaningful reference points. Check the response which most closely represents your current level of commitment.

How certain are you that you will continue an active Navy career at least until you are eligible for retirement?

○ 99.9-100% I am virtually certain that I will not leave the Navy voluntarily prior to becoming eligible for retirement.

○ 90.0-99.8% I am almost certain I will continue my military career if possible.

○ 75.0-89.9% I am confident that I will continue my Navy career until I can retire.

○ 50.0-74.9% I probably will remain in the Navy until I am eligible for retirement.

○ 25.0-49.9% I probably will not continue in the Navy until I am eligible for retirement.

○ 10.0-24.9% I am confident that I will not continue my Navy career until I can retire.

○ 0.2-9.9% I am almost certain that I will leave the Navy as soon as possible.

○ 0-0.1% I am virtually certain that I will not voluntarily continue in the Navy until I am eligible for retirement.

	1 Strongly Disagree	2	3	4 Neither Agree nor Disagree	5	6	7 Strongly Agree
2. The more I think about it, the more I feel I made a bad move in entering my career.	○	○	○	○	○	○	○
3. I am very satisfied with my occupation.	○	○	○	○	○	○	○
4. I talk up the Navy to my friends as a great organization to work for.	○	○	○	○	○	○	○
5. I am fortunate to be located where I am.	○	○	○	○	○	○	○
6. I thoroughly enjoy my career.	○	○	○	○	○	○	○
7. I thoroughly enjoy my field of work.	○	○	○	○	○	○	○
8. I am proud to tell others that I am part of the Navy.	○	○	○	○	○	○	○
9. I thoroughly enjoy my location.	○	○	○	○	○	○	○
10. I take great pride in my career.	○	○	○	○	○	○	○
11. I would feel happier with a different occupation.	○	○	○	○	○	○	○
12. I am extremely glad that I chose the Navy to work for, over other organizations I was considering at the time I joined.	○	○	○	○	○	○	○
13. I am very satisfied with my present location.	○	○	○	○	○	○	○
14. I feel very good about my career.	○	○	○	○	○	○	○
15. I definitely feel that I am in the right field of work.	○	○	○	○	○	○	○
16. For me this is the best of all possible organizations for which to work.	○	○	○	○	○	○	○
17. I would be more satisfied in a different location.	○	○	○	○	○	○	○
18. I definitely feel that I am in the wrong career.	○	○	○	○	○	○	○
19. I am very sorry I chose my occupation.	○	○	○	○	○	○	○
20. I take a positive attitude toward myself.	○	○	○	○	○	○	○
21. I have a definite plan for my career.	○	○	○	○	○	○	○
22. I have a strategy for achieving my career goals.	○	○	○	○	○	○	○
23. On the whole, I am satisfied with myself.	○	○	○	○	○	○	○
24. Compared to other areas of my life, my chosen career is not very important to me.	○	○	○	○	○	○	○

J. FITNESS REPORT

1. Please complete the following table by providing the indicated information from all of the fitness reports you received during your present tour and the tour preceding it. If you are enroute to a new assignment, use your last two tours, starting with your most recent FITREP. Include dates of fitness reports that are not available and write in the word "missing." Please circle your position on the Evaluation and Summary rankings. The first three lines are filled in as examples. Omit information which is not relevant or available. Since this is privileged information, you are not required to complete the below, but your help is essential to our ability to provide useful results. No information from an individual will be reported.

DATE Block (13)	Sea/Shore*	Evaluation and Summary (blocks 51 & 52)							Early Promotion		
						TYPICALLY EFFECTIVE		BOTTOM	(block 62) RECMD EARLY	(block 66) RANKING	(block 6 NUM REC
		1%	5%	10%	30%	50%	50%	30% MARG UNSAT			
05/85	1	②	1	1		1			YES	2 of	2
11/84	1	1	③		1			1	NO	of	
11/83	2	MISSING								of	
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*1 = Sea 2 = Shore

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K. COMMENTS

If you would like to comment on any aspect of your Navy career as it affects your desire to continue as a naval officer, please use this space. NOTE: Written comments may be used to support statistical summaries of data, but your comments will be used only if your anonymity can be assured. If your comments extend to additional pages, please add your SSN to those pages.

THANK YOU FOR YOUR ASSISTANCE WITH THIS QUESTIONNAIRE.

Rank:
- ○ 0-1
- ○ 0-2
- ○ 0-3
- ○ 0-4
- ○ 0-5
- ○ 0-6
- ○ 0-7

Sex:
- ○ Male
- ○ Female

NOTE: Would you like to receive feedback on the general findings of this questionnaire?

○ YES ○ NO

If yes, please provide name and SSN.

Name: ______________________________

SSN: ______________________________

ABSTRACT

ABSTRACT

Purpose. The purpose of this study was to examine the career perceptions of female Surface Warfare Officers by comparing their perceptions with those of male Surface Warfare Officers. It was hypothesized that differences do exist and, further, than these differences impact on the retention of female Surface Warfare Officers in the Navy and in the surface warfare community.

Statement of the Problem. The professional career paths for male and female Surface Warfare Officers were designed to be equal in terms of career opportunities and opportunity for achievement of career goals, although the female path is considered to be "modified" to meet the requirements of the combat restriction provisions of Section 6015, Title 10, U. S. C. However, is this "separate but equal" philosophy accurate, or are the differences more significant? How do these differences and others impact on the future of female Surface Warfare Officers in terms of their careers in the Navy and in the surface community?

Sample. The female respondents consisted of 55 Surface Warfare Officers. This sample was matched on rank and designator with 47 randomly selected male Surface Warfare Officers who had participated in a previous study.

Procedures. Each subject completed a career questionnaire developed

by NPRDC. The data was analyzed using analysis of variance or chi-squared tests for significant differences.

Results. There are many similarities between male and female Surface Warfare Officers concerning their career perceptions. However, significant differences exist in the areas of evaluation of sea duty, evaluation of liberty ports, decision to strive for command at sea, perception of a clear career path, and attractiveness of SWO career path. There was a tendency for genders to agree that some department head billets better prepare an officer for command than others, however, the perception of which assignments are most career enhancing differed. Males considered operations department head as most positive and engineering department head as least positive while the females ranked engineering first with operations last. Females ranked all sea duty assignments as favorable and rated several department head and executive officer billets significantly higher than males. Recruiting duty was considered least career enhancing for both genders.

Factors important to promotion for both genders were visibility, superb performance, "punching the right tickets", and having the right contacts.

Conclusions. In general female Surface Warfare Officers are satisfied with their present careers and occupations. However, when female Surface Warfare Officers attempt to look forward to their futures in the surface force, they see a career path that is frustrating,

confusing and unclear. Comments from female respondents reflect dissatisfaction with limited sea time, uncertainty with their career path and frustration in being restricted to auxiliary ships. The comments and data support a finding that career paths are neither equal nor parallel and the differences adversely affect the futures of female Surface Warfare Officers.

Recommendations. A revision to the Unrestricted Line Officer Career Planning Guidebook is needed to accurately reflect the limited career path of female Surface Warfare Officers. Additionally, it is recommended that the Navy initiate the reevaluation of and eventual removal of the combat restrictions placed on women by Section 6015 of Title 10 U.S.C. which prohibit females from serving on board combatant ships.

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